EXPLORING INDONESIAN EFL STUDENTS' STRATEGIES AND RESOURCES IN ENGLISH WRITING: A CASE STUDY AT UINSA

THESIS

Submitted in Partial Fulfillment of the Requirement of the Degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

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Key Words: English Academic Writing, Writing Strategies, Writing Resources

Writing strategies and resources are the important parts in writing which help the students' in increasing their writing quality. This study aimed to explore the Indonesian EFL students' English writing strategies and resources, specifically at UINSA. This qualitative descriptive study collected the data through interview of 5 students and distributing questionnaire of 31 students from English Education Department and English Literature Department of UINSA to answer the issue. The result of this study highlighted the following: (1) The students used various strategies in their English writing and used different strategies in each writing stages, such as, in planning, the students mostly used brainstorming, but they also used clustering, and etc; in drafting, they mostly used outlining, but they also used mapping, and etc; in revising, they mostly used teacher's feedback, but they also used reorganizing ideas, and etc; and in evaluating, they mostly used teacher's feedback, but they also evaluated based on self-awareness, and etc. Furthermore, the way students used writing resources were searching main problem of their writing, exploring ideas by themselves, and making questions related to their writing topic. (2) The students used various writing resources and used different resources in each writing stage, such as, in planning, they mostly used online resource/online practice, meanwhile, they also used teacher, and etc; in drafting, they mostly used the same resources as in planning, meanwhile, they also worked with classmates, and etc; in revising, they mostly asked teacher's feedback, meanwhile, they also used textbook, and etc; and in evaluating, they prefer to evaluate their writing also based on teacher's feedback, meanwhile, they also used resource from university and etc. Furthermore, the ways students in using writing resources were study more by themselves, quoting, and paraphrasing. In conclusion, the students used more than one strategy and resource in their writing, this study found that the students used different strategies and resources in each writing stage.

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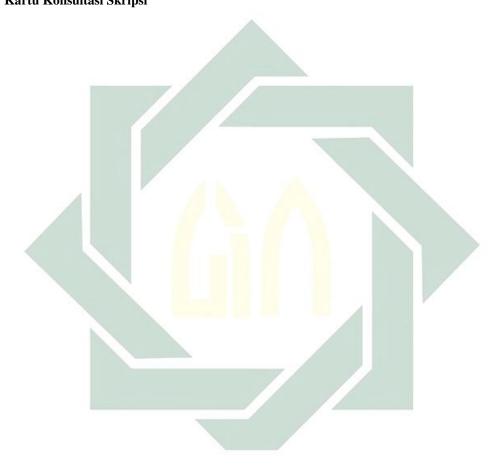
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UINSA	LIST OF ABBREVIATION Universitas Islam Negeri Sunan Ampel Surabaya
EFL	English as a Foreign Language
UIN	Universitas Islam Negeri



CHAPTER I

INTRODUCTION

The first chapter addresses the recent theories of writing strategies and resources in English writing that will be presented in the following: (1) research background, (2) research questions, (3) objective of the study, (4) significance of the study, (5) scope and limitation of the study, and (6) definition of key terms.

A. Research Background

The students' resources and strategies are the crucial parts in writing, because it impacts the students' writing quality and their good organization in writing, such as their way to develop ideas and to make the paragraph coherent and cohesion. In this past three decades, understanding writing strategies is beneficial to increase EFL students' writing abilities¹. Unfortunately, there are still many teachers who only focus on their students' writing results, rather than their students' writing processes, such as their grammatical accuracy, coherence, and cohesion. Writing teachers are less focus on the students' cohesion in writing, they give more attention to the students' writing finished product on a half century ago. Moreover, giving students writing resources will also be beneficial for the students writing product, it will help them to strengthen their academic writing. There are some resources that might be given by teachers or university to support the students writing, such as writing centers, curriculum-based peer tutors, autonomous self-access centers, writing-across-the-curriculum programs, and teaching and learning centers². So that, teachers should teach writing which improve the students' writing quality, particularly to make the students' writing more coherent and cohesive.

In improving students' writing quality, the students' also need the teachers' role to help them in doing it. The initial study of exploring EFL teachers' strategies in solving students' problems in writing in Indonesia found that most of the teachers use limited teaching writing strategies in their teaching and learning activities, because they are lack of knowledge and they do not know many writing approaches³. Moreover, another previous study about a successful writing outcomes are more critical and meaningful⁴. Furthermore, in China, the Chinese teachers use some strategies, such as work-mediated strategy, rhetoric-mediated strategy, L2-mediated strategy to facilitate their students in acquiring a good writing outcomes, they believe that the use of appropriate strategy would influence students' writing goals be more effectively⁵. It can be seen that the teacher should use the appropriate writing strategy and give the students some writing resources to support their writing product. Moreover, the students also should have a good collaboration with the teacher in writing academically.

The ESL students cannot automatically have good writing outcomes in their short time course. Besides, the teachers also need the faculty authority to help the students in achieving good writing outcomes by facilitating them in studying, such as approving good curricula from the teacher and giving some budget for writing resources to the teacher⁶. Moreover, writing resources and strategies are important to help the students to acquire good writing outcomes, they need to be taught some appropriate strategies and to be given some good resources to improve and to develop their writing. So, they will have good writing outcomes, such as a good coherence and cohesion by using appropriate strategies and good resources in their writing.

The students' problem with coherence and cohesion in writing is caused by some reasons, such as the students have a high level of writing anxiety because they are lack of motivation and confidence, the teachers do not

¹ Josephine Mancuso-Murphy, "Distance Education in Nursing: An Integrated Review of Online Nursing Students' Experiences with Technology-Delivered Instruction," *Journal of Nursing Education* 46, no. 6 (June 1, 2007): 252–260.

² Jennifer Lynn Craig, Integrating Writing Strategies in EFL/ESL University Contexts: A Writing-Across-the-Curriculum Approach, 1st ed. (Routledge, 2012), accessed December 13, 2019, https://www.taylorfrancis.com/books/9780203805688.

³ Sufatmi Suriyanti and Aizan Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia," *Malaysian Journal of Learning and Instruction*, no. Vol. 13, No. 2 Dec 2016 (December 2016): 71–95.

⁴ Bifuh Ambe, Elizabeth. Developing successful writing teachers: outcomes of professional development exploring teacher's perceptios of themselves as writes and writing teachers and their students' attitudes and abilities to write accros the curriculum". *English Teaching: Practice and Critique*. (Desember, 2013): 137-156

⁵ Xiao Lei, "Exploring a Sociocultural Approach to Writing Strategy Research: Mediated Actions in Writing Activities," *Journal of Second Language Writing* 17, no. 4 (December 2008): 217–236.

⁶ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

use variety of strategies when they teach writing, and the students are still low in English proficiency, particularly for those who are EFL students. The problem with coherence and cohesion in writing that faced by Egyptian students is caused by their lack of motivation and confidence, their writing anxiety, and their teacher strategy which still traditional⁷. Likewise, the teachers should use the appropriate strategy in teaching writing and they should teach writing organization, so that the students would improve their writing quality. Another study found that the Chinese students tend to be taught how to write coherently to equip their resources and to establish their idea in a smooth way⁸. Whereas, those study above only investigate the Egyptian and Chinese teacher's perspective about the strategy in teaching writing and how the influences in the students' writing outcome. It may produce the different result if it is implemented in Indonesia, which has the different teachers' knowledge and different students' language proficiency.

The previous studies that have been explained, above show that the role of teacher strategies in writing is the most important part in teaching writing. Teachers' teaching writing strategy determines the students' success in their writing outcomes. The teachers should engage the students to use the target language, contextually; they have to be aware with the writing objectives which need to be reach by both teachers and students⁹. Furthermore, there are some writing activities that could be an alternative way to develop the students' strategies and resources and to build the students' organization in academic writing, such as controlled sentence construction activity which orders the students to write a task based on the topic that already given by the teacher, free composition activity which liberates the students to summary a particular written form¹⁰. Moreover, those activities could be effective in helping the students to write a good writing, as long as the teacher and the students have a good relationship in writing class.

Moreover, writing strategies and resources in English writing, specifically used by EFL students are important to be explored. Because, based on some previous studies which already mentioned above, it shows that the use of appropriate writing strategies is important for the students' writing outcomes, such as helping them in developing ideas and making their writing be coherent and cohesive. Furthermore, writing resources are also important part of writing, the students would have good writing outcomes which rich of evidence if they have good and suitable writing resources.

Most of the previous studies have only investigated some problems, such as the lack teacher's strategies in teaching writing, the students' problem with coherent and cohesion, and the lack of students' strategies in writing. However, there is no a study that explored the students' strategies and resources in writing that important for their writing outcomes. So that, this study aims to give further elaboration of the current phenomena of the writing strategies and resources used by Indonesian EFL students in their writing process. The main questions driving this research are: what are the strategies used by the students use the strategies and resources in their academic writing? By highlighting those research questions, this research is supposed to give a greater understanding to EFL students and to raise teachers' awareness to be better facilitator for the student in the development of their academic English writing.

B. Research Question

Based on the research background of the research, the research questions of this study are below:

- 1. What are the English writing strategies used by the students at English Language Education Department and English Literature Department at UINSA and how they use it?
- 2. What are the writing resources used by the students at English Language Education Department and English Literature Department at UINSA and how they use it?

C. Objectives of the Study

Based on the research questions of this research, these are the objective of this research:

⁷ Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives," *Literacy Information and Computer Education Journal* (December 1, 2010): 211–221.

⁸ Icy Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry," *Journal of Second Language Writing* (2002): 25.

⁹ Willy A Renandya, *English Language Teaching Today: Linking Theory and Practice* (New York, NY: Springer Berlin Heidelberg, 2016).

¹⁰ Ibid.

- 1. To explore the writing strategies used by the students in English Language Education Department and English Literature Department at UINSA and the way they use it
- 2. To investigate the writing resources used by the students in English Language Education Department and English Literature Department at UINSA and the way they use it.

D. Significance of the Study

The finding of this study is supposed to be worth for some groups in educational aspects as follows:

1. For EFL students

The finding of this study is supposed to give the benefit for EFL students in developing their strategies and resources in writing in order to improve their ability in writing. The appropriate strategies and technique should be great and crucial parts in writing, as long as it is used effectively.

- 2. For English Writing Teachers The finding of this study is expected to be a reference for English Writing Teachers in choosing the appropriate strategies in teaching English writing and in selecting the students' resources in English writing.
- 3. For Future Researchers The result of this study is supposed to be a reference for the future researchers who will conduct the similar case study about strategies and resources used by the students in writing in different level of students or other related topics such as teachers' perception, students' challenges, writing challenges, students' motivation and attitude in writing, and etc.

E. Scope and Limitation of the Study

The selection of the research is limited to students of English Language Education Department and English Literature major at Sunan Ampel State Islamic University Surabaya. The participants of this study are students who have been experienced in writing academically, such as essay, report, and thesis. There were students from two different English departments experiencing these different types of writing participating in the research in order that this research could draw cases of possible strategies and resources that may vary depending on the types they have to complete. This study selected those who are on the English Language major which requires them to have a good English writing skill to pass a particular course or to graduate to the university. Dealing with the scope of this study, it is also important to set some limitations in order to gain the research objectives. This study explored what are writing strategies and resources used by Indonesian EFL students and the way they use it in their writing. Furthermore, this study used interview and questionnaire to gain the data and analyzed it after giving those research instruments to respondents, then gave the transcript and drawn the conclusion from the data gained. Presents the research data and draws conclusion/verification are the cyclical of research interaction related to some processes. Such as before, during, and after gaining the research data and it can be called as analysis¹¹.

F. Definition of Key Terms

1. Writing

Writing is defined as ability in responding to a stimulus with the correct response¹². Writing is an English skill in which English Language Education Department and English Literature Department students of UIN Sunan Ampel Surabaya expresses ideas in the form of script in the academic context by using strategies and resources to make it better.

2. Writing strategy

Writing strategy is a writing part which makes the writing be clear of purpose and audience¹³. Writing strategy is a method in writing which contain procedures, design, or scheme which helps the student of English Language Education Department and English Literature of UIN Sunan Ampel Surabaya to be easier in writing, such as mind mapping, clustering, comparison, contrasting, generalizing, relating, outlining, and sorting.

3. Writing resource

Writing resource is an important part of writing which helps the students to gain good writing outcomes which rich of evidence¹⁴. Writing resource is a writing part that provides learning material and

¹¹ "Ulber_143273-p.Pdf," n.d.

¹² David Nunan, *Learner-Centered English Language Education: The Selected Works of David Nunan*, 1st ed. (Routledge, 2012), accessed December 13, 2019, https://www.taylorfrancis.com/books/9780203096888.

¹³ A Renandya, *English Language Teaching Today*.

¹⁴ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

references to the students to develop their writing by themselves¹⁵. Writing resource is a writing property that used by the students of English Language Education Department and English Literature of UIN Sunan Ampel Surabaya to support and to make their writing be wealth of their theories or references in the students writing. So that, their writing would be highly valued as a good writing which rich of evidence.



¹⁵ <u>https://www.esc.edu/online-writing-center/resources/</u>

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter addresses the theoretical framework on definition of writing, writing process, approaches to writing, the writing strategy, Writing Resource, and some previous studies on exploring English writing strategies and resources.

A. Theoretical Framework

This subchapter would explain some theoretical frameworks that are related to this study, it would be explained the following:

1. Definition of Writing

Writing ability is an ability to write something with a particular purpose and the correct structure and content of the discourse, and also a functional communication. Writing is a skill that use for indirectly communication, without face to face conversation. Writing ability is defined as the ability in responding to a stimulus with the correct response¹⁶. Another expert says writing is a skill that used to communicate indirectly. Good writing has its elements, there are five elements of good writing based on the National Geographic Learning, the first is purpose means that a good writing has clear purpose, it is about the reason why the writer writes the paragraph or text, the writers should understand the purpose of their writing that they are trying to explain, there are some common purposes of academic writing such as to persuade the readers, to inform the readers, and too entertain the readers¹⁷.

The second is audience it means that who is going to read the written, good writers should define who the readers of their writing are. The third is clarity is about the justification for the readers in understanding writing, the writers should make sure that their writing is easy to understand and they should explain point by point clearly. The fourth is unity, it talks about the connection between all the sentences with the topic sentence and controlling idea, good writing should relate each paragraphs, there is a connection between supporting sentence and topic sentence. The fifth is coherence, it means that there is a logical coherence in all paragraphs, how the writers use a signals or transition words in each paragraph. A coherence text makes the reader easy to understand the meaning of the text¹⁸.

2. Writing Process

Writing begins with a blank piece of paper, there are a long way of writing until the blank of paper be the finished writing product, the writing process are prewriting, drafting, revising, editing, and reflecting¹⁹. Writing has several processes to do, writing process is highly valued in the teaching and learning activity which direct students step by step and make students have a good writing. There are some stages in writing to develop the students' writing quality.

¹⁶ "Nunan Chapter 1 Tefl.Pdf," n.d.

¹⁷ "Gw3_unit2.Pdf," n.d.

¹⁸ Ibid.

¹⁹ Richard E. Bailey - Linda Denstaedt. *Destinations: an integrated approach to writing paragraphs and essays.* (Library of Congress Cataloging-inPublicing Data, 2007)

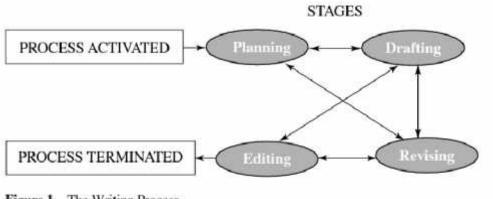


Figure 1 The Writing Process

Figure 2.1 The Writing Process by Willy A. Renandya

The first stage is planning (pre-writing), in this first activity the teachers should make sure that their students are ready to write. Moreover, there should be some activities that stimulate the students to do a writing activity. There are some pre-writing activities that might be used by the teachers to stimulate the students' thought, such as brainstorming, clustering, rapid free question, WH questions. Furthermore, the students would be more motivated if they are engaged in those kinds of meaningful activities and they would be more ready to write. The second stage is drafting, in this second stage, the students are ordered to have some drafts based on their own writing topics. They should have many resources and strategies that they would use in their writing. Moreover, the teachers could give a writing outline to direct the students into particular topics, it would impact that students' thought in developing their ideas and resources they have got.

The third stage is revising, in this stage the students should evaluate and develop their writing draft based on the evaluation given by the teachers in the responding stage. Furthermore, this activity would improve the students' writing organization, such and how to make their writing are coherent and cohesive. The fourth stage is editing, at this stage, the students are involved by the teacher to edit their work or their friends' work, there is no specific criteria form the teachers to edit the work, the student are engaged to edit based on their own understanding. Besides, this activity is so meaningful to make the students be responsible to evaluate their own writing mistakes and to re-write it into the better one. The fifth stage is evaluating, in this stage, the students have to evaluate their own work or their friends' works. Moreover, this is the teachers opportunity to teach how to evaluate the students' work, they should make the evaluation criteria which understandable for the students. The evaluation criteria should include overall interpretation of the task, relevance of the task, development and organization of the ideas, grammatical structure, writing layout, appropriate vocabulary, clarity of communication²⁰. Thus, every stages should be done nicely, not only based on the students' awareness to study and to improve their writing, but also the teacher's role in teaching and engaging the students in the appropriate activities on each stages.

3. Approaches to Writing

Writing has three approaches that need to be understood by the writers, such as process approach, product approach, and process-product approach. Furthermore, it is important for the EFL students before they start to write paper, essay, thesis, or another English academic writing.

a. The Process Approach

The process approach stresses the utilization of the writing composing process by the writers which considers the meaning is more important than the form. Besides, this approach is corresponding to the learnercentered principles which drive the students to use their responsibility to learn and to develop their learning, individually²¹. There are some ways that will help the students to decide their writing direction, such as discussion, tasks, drafting, feedback, revisions, and informed choices. Moreover, a writing feedback that given by the teachers is the important element of the process approach to make the students have the responsibility to

²⁰ A Renandya, English Language Teaching Today.

²¹ R.R. Jordan, *English for Academic Purposes: A Guide and Resource Book for Teacher* (New York, Cambridge University Press, 1997)

revise their writing to be better one. There are three types of feedback which usually used by the teachers in writing, such as peer evaluation, written comments, and conferences. So that, this approach takes part in drafting and revising, and drives the students to have the responsibility to improve their writing.

b. The Product Approach

The product approach is also well known as functional-product approach which divided into two parts, there are rhetorical-functional and academic genres. Firstly, rhetorical-functional takes part in the writing features, such as the language functions that commonly used in academic writing, the writing organization, the writing structure, the writing cohesion, and the grammatical aspects in the academic style²². Moreover, there are some writing organization which is classified according to language functions, such as narrative, description, explanation, instruction, classification, definition, cause and effect, exemplification, comparison and contrast, generalization, specificity, expressing, argumentation and discussion, and making conclusion. In conclusion, this part drives students in specifying their writing focus that leads into a consideration of academic genre.

Secondly, academic genres, is the part of product approach which encourages the students to develop their writing into clearer and more stable schemata for academic discourse. Likewise, the students' focus of academic genres also be underlined in this part, there are some academic writing genre that the students should be familiar with, such as essays, case studies, projects, reports, research papers/articles, exam answers, reviews, dissertations, and thesis. Furthermore, each genre has their content structure or format, style, and various conventions. So that, in this approach, the academic genre should be known by the students and should be focused before they start to write academically.

c. The Process-Product Approach

The process-product approach is the approach which the students know about the specific wiring goal that they need to achieve. Besides, in giving the students' writing feedback in every stage of writing process, the teacher should guide the students to the writing goal that they should achieve. So the students would achieve the good writing outcomes by knowing their specific writing goals.

4. The Writing Strategy

Writing has several strategies based on the students' proficiency levels. Moreover, the EFL students need to utilize an appropriate writing strategy to make their writing be clear of the purpose and audience, there are some practical writing strategies that teachers need to introduce to their students, such as utilizing a socio-cognitive approach, recognizing features which make a text be coherent, and employing good editing strategies²³. Firstly, utilizing a socio-cognitive approach is the strategy that commonly used to teach the students who are on the upper primary, secondary, and university levels. That strategy focuses on the generation of the idea, the plan of the strategies, and also the teachers' role in giving the students' writing feedback. Furthermore, the thinking process of that approach involves the students' way in planning, organizing, writing, and revising their work.

Secondly, recognizing features which makes a text be coherent means that the writing teachers should teach the students how to make their writing coherent, such as introducing them to conjunctions, pronouns, synonym/antonym, and other features that could make the students writing be coherent and cohesive. Thirdly, employing good editing strategies means that the students should finish their writing as fast as possible, so that they might edit it into the better one by using some ways, such as using their self-awareness to recognize their writing error, asking the teachers' feedback, discussing the writing error with their friends, reading aloud to determine their awful sentence, bad grammar, or another error in the language features aspects.

Besides, there are some writing strategies based on the students' proficiency levels start from beginner level, pre-intermediate level, intermediate level, and advance level²⁴. The first, the writing strategies for beginner students are handwriting, spelling, and punctuation. The students who are in beginner level should be taught how to write alphabets, words, or phrases to make them familiar with writing. Likewise, they are also should be introduced to the kinds of punctuation marks and the right place of each punctuation mark, such as full stop

²² Ibid.

²³ A Renandya, *English Language Teaching Today*.

²⁴ Jo McDonough, "Materials and Methods in ELT" (n.d.): 350.

mark, coma, semicolon, and etc. Besides introduced to writing and the punctuation marks, the students also need to be taught the spelling of alphabets, words, or phrases.

The second, the writing strategies for pre-intermediate are some activities which are related to building sentences, knowing grammatical structure, and choosing word choice. After they are introduced to the alphabet, words, or phrases, teaching the students who are on the pre-intermediate how to build sentences are necessary, it will help them to gain the more complex grammatical structure in writing. Furthermore, the students also need to be taught the grammatical structure, should be introduced to the English tenses to make their writing be more organized. Besides making sentences and introducing the grammatical structure, the students also should have the variation of words to make their writing be rich of words.

The third, the writing strategy for intermediate students is how to make a good paragraph. The students who are on the intermediate level need to be taught how to make paragraphs by the teacher, because they already achieve the knowledge of how to write words, phrases, sentences and already have the ability to make the sentence with a good grammatical structure.

The last, the writing strategy for advance students is about the overall organization of writing, such as coherent, cohesion, grammatical structure and etc. The advance students are the students who are able to make good writing project which consist of good phrases, sentences, and paragraphs that has the variation of words and the good grammatical structure²⁵. It could be concluded that writing strategies could be suited based on the students proficiency levels to help them in having a good writing outcomes based on their proficiency or stage.

5. Writing Resources

Writing resources has several kinds regarding to the students' success in writing, there are most important writing resources which could help the students to gain a good writing outcomes, such as instructor or teacher, classmates, peer working with classmates, resource from university, textbook, and online resource²⁶. Firstly, instructor or teacher could be one of the most important writing resources which could help the students to improve their writing. Because, instructor would give some feedback to the students on their writing process that would make the writing becomes better.

Secondly, the classmates should be a good resource for the students in helping them knowing particular information that might be missed. Thirdly, working with classmates also a good resource in writing, when there is a group writing task from the teacher, the students should be cooperative in working with group, for example in exchanging their idea together they should be a resource for another students in the same group then they could gather their ideas, so their assignment will be rich of ideas, so that they should work together to finish the assignment properly.

Fourthly, school or university also provides a resource for the students. Furthermore, the students could utilize it to improve their writing specifically when the students have writing difficulties which could not be solved during the class, so that they could use the resource center from the university to solve it. Fifthly, the students' textbook also one of the important writing resource to help the students in improving their writing skills. Additionally, by reading, underlining, highlighting, and making some notes from the textbook, it will make the students have good writing resources. Lastly, an online resource becomes a resource that often used by the students to reach a good writing outcomes nowadays. Likewise, that is because the online resource is really easy to access and there are many online resources that could be accessed by the students using their smart phone. Furthermore, the students could ask the recommendation from their teacher about the good online resource.

6. Writing Strategies and Resources

Writing strategies and resources could be defined as important processes of writing. Writing has some stages in which each stage needs appropriate writing strategy to produce a good writing outcomes²⁷. There are some writing strategy that could be used in each writing stage, such as, in planning the students could use brainstorming, clustering, making rapid free questions, and answering WH questions. Furthermore, in drafting,

²⁵ Ibid.

²⁶ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

²⁷ A Renandya, English Language Teaching Today.

the students could use outlining, mapping, supporting the main idea, and adding details. The students should have many resources and strategies which they would use in writing to have good writing outcomes²⁸.

Writing resources could define the students' success in writing, they could ask their teacher the recommendation of writing resources to help them in producing a good writing outcomes²⁹. Moreover, there are some writing resources regarding to the students' success in writing, such as, teacher, classmates, resource from university, working with classmates, online resource/online practice, and textbook. Furthermore, strategies and resources could be important parts in students writing, when the students are having good writing strategies and resources, they could develop the writing resources by themselves and by using the strategies to make their own writing and the resources be cohesive and coherent.

B. Previous Studies

This part would discuss some previous studies which have identical content to this research. Furthermore, the previous study is mainly about the students' lack of strategies and resources in English writing and how do the teacher and students' collaboration to solve it, the first previous study found that the writing strategies which used by students are not only involve a strategic mediation of diverse resources in the world, but also fulfill the writers goals in the society in China. Furthermore, studied by Lei, the Chinese teachers use some strategies, such as workmediated strategy, rhetoric-mediated strategy, L2-mediated strategy to facilitate their students in acquiring a good writing outcomes, they believe that the use of appropriate strategy would influence students' writing goals be more effectively³⁰. Moreover, another previous study studied by Bifuh about successful writing teachers found that a good collaborative work between teacher and students could increase the students' writing outcomes more critical and meaningful³¹. So that, writing strategies and resources take an important part in improving the students' writing quality, the teachers and students need to have a good relationship and good work in acquiring good writing outcomes. This study strengthens the idea that writing is a complex process which needs complex skills, such as producing ideas and communicating using real voice. Moreover, teachers should be able to use those complex skills to help their students become good writers.

The studies are about the students' problem in English writing and the strategies used for saving it. Abdel found that the students' problem with coherence and cohesion in writing that faced by Egyptian students is caused by their lack of motivation and confidence, their writing anxiety, and their teacher strategy which still traditional³². Likewise, the students should use the appropriate strategy in writing and they should know about writing organization, so that the students would improve their writing quality. Moreover, Lee explored that the Chinese students tend to be taught how to write coherently to equip their resources and to establish their idea in a smooth way³³. Whereas, those study above only investigate the Egyptian and Chinese teacher's perspective about the strategy in teaching writing and how influences in the students' writing outcome. It may produce the different result if it is implemented in Indonesia, which has the different teachers' knowledge and different students' language proficiency.

In improving students' writing quality, the students' also need the teachers' role to help them in do it. The initial study from Suriyanti of exploring EFL teachers strategies in solving students' problems in writing in Indonesia, found that the teachers do not use vary of teaching writing strategies, because of their lack of knowledge in understanding the writing approaches. Besides, after the action of the research, teachers were improving their strategies, such as combining more writing descriptions which contained sensory details, allegoric language, and clear words³⁴. Furthermore, Lee found that in Hong Kong, the Hong Kong students are prefer to extend their writing understanding and wanted to be taught of writing coherence to equip them about many writing resources to go with their writing³⁵.

²⁸ Ibid.

²⁹ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

³⁰ Lei, "Exploring a Sociocultural Approach to Writing Strategy Research."

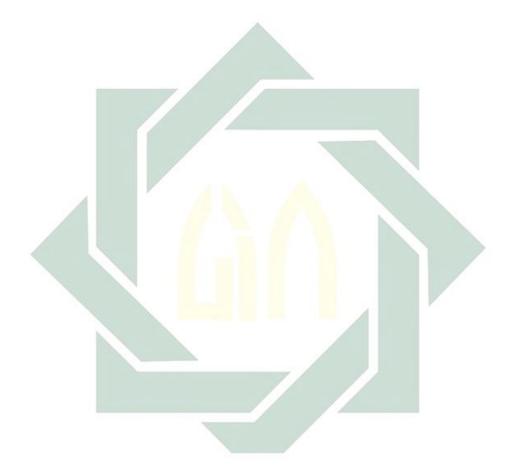
³¹ Bifuh Ambe, Elizabeth. Developing successful writing teachers: outcomes of professional development exploring teacher's perceptios of themselves as writes and writing teachers and their students' attitudes and abilities to write accros the curriculum. Englih Teaching: Practice and Critique. (Desember, 2013): 137-156.

³² Abdel Hamid Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives," Literacy Information and Computer Education Journal (December 1, 2010): 211–221. ³³ Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry."

³⁴ Surivanti and Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia."

³⁵ Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry."

Furthermore, another previous study from Sadiq has investigated that the main findings proved students' awareness of their needs and ESL students' writing requirements; they need stimulation for their writing ability in the teaching and learning activities³⁶. Another study in Egypt by Ahmed, the Egyptians student encountered some problems in the cohesion and coherence of ESL essay writing because the teachers do not use a variety of method in teaching writing and they are lack in the knowledge of writing strategies and do not use a vary of writing resources³⁷. It can be seen that the teachers and students collaboration is needed in increasing the students writing outcomes the teachers could be a writing resource for their students. Moreover, writing strategies and resources are important for the students to reach a good writing outcomes, the students need appropriate strategies to write and some good writing resources to support their writing to be a good one.



³⁶ Sadiq Abdulwahed Ahmed Ismail, "Exploring Students' Perceptions of ESL Writing," *English Language Teaching* 4, no. 2 (June 1, 2011): 73.

³⁷ Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt."

CHAPTER III

RESEARCH METHOD

The third chapter presents the way to conduct this study in exploring Indonesian EFL students strategies and resources in English writing that involves (1) research design, (2) research subject, (3) setting of the research, (4) data, (5) source of data, (5) data collection technique, (6) research instrument, (7) data analysis technique, (8) research stages, (9) Trustworthiness.

A. Research Design

The design of this study was qualitative descriptive which was supposed to give more exploration about the resources and strategies used by the Indonesian EFL students in English writing and how they use it. Qualitative research is research which studies a particular phenomenon in a depth exploration and development³⁸. Moreover, this qualitative research provided an in depth interpretation and analysis of the findings related to the exploration of writing strategies and resources used by English Language Education Department and English Literature majors of UINSA.

B. Research Subject

This study was conducted at English Language Education and English Literature major of UINSA. These major was selected as the setting because some considerations. First, the students study English as a foreign language. Second, the students have academic writing assignments that they should master as their important part to go to the next semester and to acquire bachelor degree, such as making essay, proposal, thesis, and etc. The research is conducted in fourth and sixth semester students of these two majors that have writing task in the 2020/2021 academic year. Furthermore, there were 3 students from English Language Education Department and 2 students of English Literature Department who had been interviewed in this study, and 16 students from English Language Education Department and 15 students from English Literature Department who joined to the questionnaire, those students selected because they were EFL student who experienced in writing some kinds of English academic writing due to the need of their majors. In this case, the research chose fourth and sixth semester students of English Language Education and English Literature major of UINSA because of some considerations, such as UINSA had 2 English majors which were suitable with this research, the students are ordered by lecture to write some kinds of academic writing and the students should have and use many writing strategies and writing resources to support and to improve their writing skill.

Dealing with the reasons above, therefore the exploration of resources and strategies that used by students in academic writing is needed. It would be beneficial for other students in using strategies and resources in their academic writing. Moreover, it would also be beneficial as a reference for further research.

C. Setting of the Research

1. Place

This study placed at Universitas Islam Negeri Sunan Ampel Surabaya, which is located at Ahmad Yani Street No.117 Surabaya. This university was chosen as the location of the research because it has two different major of English Language.

2. Time

This research was conducted on April 2020. Furthermore, the researcher was doing the interview and was giving questionnaire to the student in the major of English Education Department and English Literature on the university.

³⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012).

D. Data

The data of this research are the information about the writing strategies used by the students in the major of English Language Education Department and English Literature Department of Universitas Islam Negeri Sunan Ampel Surabaya, the writing resources used by students in the major of English Education Department and English Literature Department of Universitas Islam Negeri Sunan Ampel Surabaya, and how are the uses of the strategies and resources to develop their English academic writing.

E. Source of Data

The sources of data of this research were the students who are on the major of English Language Education Department and English Literature Department of Universitas Islam Negeri Sunan Ampel Surabaya. The data of this research was collected by doing interview to the 5 students and distributing questionnaire to the 30 students from 160 students who are on the major of English Education Department and from 200 students of English Literature Department of UINSA, they were chosen because of some considerations, such as, they were experienced in writing some kinds of English academic writing due to some courses that they could pass in their departments, such as Written English, Academic Article Writing, Qualitative Writing, Quantitative Writing, Research Seminar Proposal, and etc and they were willing to fulfill the questionnaire. Furthermore, the researchers did the interview through Whats App and distributed the questionnaire through Google Document, because of the Covid-19 Pandemic in Indonesia which was impossible to do face to face data collection.

F. Data Collection Technique

The data collection technique was how the researcher gathered the research data. Then, the method of this study was interview and questionnaire to the participants. This research distributed questionnaire to the 30 students and did an interview to 5 students by selecting them through purposeful sampling by choosing the students who were experiencing in writing essay, article, or thesis. To gain the data of the research, the researcher did several steps as follow:

- 1. The researcher chose 5 students who were experiencing in writing essay, article, or thesis and on the fourth and sixth semester of English Language Education Department and English Literature major at UINSA;
- 2. After that, the researcher did the interview to 5 chosen students
- 3. Then, the researcher gave the questionnaire to 31 students to strengthen the data

1. Interview

In answering the research questions of this research, this research used interview guideline to find the meaningful data related to the resources and strategies used by students in academic writing to answer all the research questions. Moreover, the interview was done through Whats App on 1st untill 5th May, 2020, through messages and voice notes. It consists of 14 questions asked about writing strategy, 24 questions asked about writing resources, and 4 questions asked about the way students in utilizing it. This research used semi structured interview to collect the primary data about what are writing strategies and resources the students used in writing.

2. Questionnaire

In answering the research questions, this research used questionnaire to strengthen the research data. The questions were about how the students used resources and strategies in their academic writing for answering all research questions. Moreover, this research distributed the questionnaire to 31 students of English Language Education Department and English Literature Department, the questionnaire was done through Google Document, it took a week to wait the questionnaire's answers from respondents. This research used semi structured questionnaire to collect the secondary data of the exploration of writing strategies and resources used by Indonesian EFL students.

G. Research Instrument

This research was a case study exploring the English writing strategies and resources that used by 4^{th} and 6^{th} semester students of English Language Education Department and English Literature Department of UINSA. This research used interview guidelines and questionnaire as the main instruments for answering the research questions of this research.

1. Interview Guideline

The interview guideline was used for collecting the information about what are the strategies and resources in English Writing. It consists of 42 questions, which were 14 questions asked about writing strategies, such as, what is writing strategy do you use when you are planning your writing?, what do you think about brainstorming or exploring ideas before writing?, what do you think about clustering or grouping the ideas?, what do you think about having rapid free questions or making questions that are related to your writing topic as many as possible?, what do you think about answering WH questions?, what is writing strategy do you use when you are drafting your writing?, what do you think about drafting based on your writing topic?, what do you think about outlining?, how do you usually revise your writing?, what do you think about evaluating and developing your writing draft? What do you think about doing peer editing with your partner?, how do you usually revise your writing? how about evaluating your writing based on teacher's feedback? what do you think about evaluating your own mistake then re write it into the better one?, 24 questions asked about writing resources, such as, what resources do you use when you are planning your writing?, what do you think about the role of teacher as the resource for your writing?, what do you think about having resource from peer working with your classmates?, how about the role of university's resource?, what do you think textbook as a writing resource?, what do you think about searching online resource for your writing?, what resources do you use when you are drafting your writing?, what do you think about the role of teacher as the resource for your writing?, what do you think about having resource from peer working with your classmates?, how about the role of university's resource?, what do you think textbook as a writing resource?, what do you think about searching online resource for your writing? what resources do you use when you are revising your writing?, what do you think about the role of teacher as the resource for your writing?, what do you think about having resource from peer working with your classmates?, how about the role of university's resource?, what do you think textbook as a writing resource?, what do you think about searching online resource for your writing?, what resources do you use when you are evaluating your writing?, what do you think about the role of teacher as the resource for your writing?, what do you think about having resource from peer working with your classmates?, how about the role of university's resource?, what do you think textbook as a writing resource?, what do you think about searching online resource for your writing?, and 4 questions asked about how the way they used it, such as, how do you use that strategy and resource to plan your writing, how do you use that strategy and resource to draft your writing, how do you use that strategy and resource to revise your writing, how do you use that strategy and resource to evaluate your writing. And there was only one interview guideline to answers all research questions. These questions mainly ask what are the strategies and resources which the Indonesian EFL students use in English writing and how they use it. Furthermore, the interview guideline was adapted from Willy A. Renandya³⁹ and Jennifer Lynn Craig⁴⁰ and it modified based on the need of this research, and it validated by one of writing lecturer of English Language Education Department of UINSA.

2. Semi Structured Questionnaire

In this research, the questionnaire will be used to strengthen the data which is about what are the strategies and resources which the Indonesian EFL students used in English writing and how they use it. So that, it included 8 questions mainly ask what are the strategies and resources that the Indonesian EFL students use in English Writing and how they use it. There were 4 questions asked about writing strategy and 4 questions asked about writing resources which had the same context with the interview guidelines which were adopted from theories and modified based on the needs of this research, and it validated by one of writing lecture of English Language Education Department of UINSA.

H. Data Analysis Technique

In this part, this study used some ways to find the reasonable results of the data. Moreover, gathering and organizing the qualitative data need to be critical and detail, because there are vary of information would be acquired during the study⁴¹. There are many kinds of data analysis in qualitative. There are document analysis, field notes, interview transcript, and visual data e.g. photographs and films. This research gained the research data through doing interview and distributing questionnaire. The technique of analyzing the data will be described below: 1. Transcribing the Data

³⁹ A Renandya, English Language Teaching Today.

⁴⁰ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

⁴¹ Creswell, *Educational Research*.

In this stage, the data from interview which was chat and voice note through Whats App interview, this research will transcript the chat and voice note interview by typing it one by one. Furthermore, every interviewee had different pseudonym, for example "A" for the first interviewee, "B" the second interviewee, and so on. Then, when every interviewee spoke, it typed in the different line, it used for making sure that nothing left from what the interviewee is saying. Moreover, when the interviewee talked for a long time, it was given the break monologue into frequent paragraphs to make easier for the coding step. Then, there was a leave room in the left-hand margin for the place of coding and comments. Furthermore, the transcript of questionnaire session was the same as the transcript of interview session. The example of transcribing the data into script will be described below:

Interview with A

Date: December 20, 2019

(A agreed to let me interview her for my thesis, she is a student college at Universitas Islam Negeri Sunan Ampel Surabaya with the major English Language Education Department)

Me: What are the strategies do you use in English writing?

A: I usually use.....

Me: Great! Let's get to it then. How do you use it?

A: the way I use it is...... 2. Coding the Data

After transcribing the data, the next stage is classifying the data into some categories based on the students' responses in doing interview and answering the questionnaire. This research will use narrative codes as the kind of coding step which is categorizing the transcript into some categories and giving a color based on the category. For example the red color is for the way of using writing strategies, blue for the way of using writing resources, and so on. The example of coding will be described below:

Interview with A

Date: December 20, 2019

(A agreed to let me interview her for my thesis, she is a student college at Universitas Islam Negeri Sunan Ampel Surabaya with the major English Literature Department)

Me: What are the strategies do you use in English writing?

A: I usually use.....

Me: Great! Let's get to it then. How do you use it?

A: the way I use it is...... (The way of using writing strategies)

3. Analyzing the Data

After transcribing and coding the data, the data from interview and questionnaire that already coded will be analyzed by researcher. Furthermore, there will be an analysis of what is the strategy and resources which mostly used by the Indonesian EFL students and its appropriateness in English writing.

4. Interpreting the Findings

The last stage is interpreting the findings, in this stage, the results are the description and explanation about kinds of strategies and resources used by Indonesia EFL students in writing and the way they use it. Furthermore, this research will also discuss about the appropriateness of writing strategies and resources that have been used by Indonesian EFL students in their English writing.

I. Research Stages

In implementing the research, the researcher uses the steps that proposed by qualitative research expert. The steps are identifying a research problem, reviewing the related literature, determining the research purpose, collecting the research data, analyzing and interpreting the research data, and reporting and evaluating the result of the research.

J. Trustworthiness

This research uses triangulation to avoid a bias of the data collected by combining the data collected from interview and questionnaire into one unit as a main finding of this research. Moreover, the combined finding was interpreted by using the stages that already explained in this research before.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and research discussion of the research about exploring Indonesians EFL Students Strategies and Resources in English Writing and the way they use it. This chapter presents 2 data to answer the research questions in chapter 1. Furthermore, this chapter presents the analyzed data that has been collected from the students who are on English Education Department and English Literature major who have been writing English academic paper. The data which will be analyzed in this chapter is written based on the order of the research questions.

A. Research Findings

In this chapter, the research findings are described based on 3 research questions of this research. The first research question is what are the English writing strategies used by the students at English Language Education Department and English Literature Department at UINSA?, the second research question is what are the writing resources used by the students at English Language Education Department and English Literature Department at UINSA?, and the last research question is how do the students use the writing strategies and writing resources for English Language Education Department and English Literature Department at UINSA?. This chapter presents the findings as follow

1. Writing Strategies Used by Indonesian EFL Students

To answer the first research question related to English writing strategies used by the students of English Language Education Department and English Literature Department of UINSA, the data was collected from the interview with the students and the distributed questionnaire to strengthen the data which are constructed based on theories in the Chapter II. The results are presented based on the analyzed data of the interviews and the calculated data of the distributed questionnaires to help the readers gain the better understanding about the writing strategies used by the students on each stage, such as planning, drafting, revising, and evaluating. Furthermore, interviews were conducted with 5 students; 3 students from English Language Education Department and 2 students from English Literature Department. Moreover, there were 31 students from both majors who were participated in it. The explanations below are the result of the research findings.

a. Writing Strategies Used in Planning

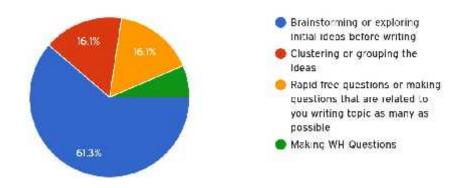
Based on the interview which has been done with 5 students, firstly the kinds of writing they have ever wrote are memorable moment, well paragraph, persuasive essay, argumentative essay, personal opinion, paper, scientific paper, and research proposal. Then, this study found that the students use some writing strategies in planning, there are 4 strategies that usually used in planning stage, such as brainstorming, clustering or grouping ideas, having rapid free questions related to writing topic, and answering WH questions related to writing topic. The researcher will explain of the analyzed data briefly.

There is a student from English Language Education Department who used brainstorming and clustering as her strategies when she was planning their writing, she did brainstorming by thinking idea and making a note, then she did clustering by grouping idea that she wrote in her note. A1 students stated and it is translated by researcher that "I usually do brainstorming first, it is like thinking what will I write, sometimes I also make a note, then I list my all ideas for my writing, then I shorter it into some ideas that can be a paragraph". Moreover, another student also used brainstorming by exploring ideas related to her writing topic as her strategies, A5 student stated and it is translated by researcher that I will write first, then I do brainstorming, I explore ideas that related to my writing topic". Meanwhile, there is a student who used clustering and having rapid free questions as her strategies when she was planning her writing she had rapid free questions, then answer and group it into some category, A2 student stated and it is translated by researcher that "I usually make questions by myself, it is not always 5W 1H questions, then I usually do clustering, so it will be easier to me to make a paragraph".

Besides, there is a student who also used clustering by gathering the pro and cons, but she also makes WH questions as her strategies in planning, A3 student stated and it is translated by researcher that "I mostly used WH questions, but when I write argumentative essay, I usually search and gather the pro and cons, then I list my opinion about the topic". Moreover, there is a student who also makes WH questions when she was planning her writing, A4 student stated and it is translated by researcher that "I usually search the main problem of my writing first, then, I make WH questions, just that simple". It can be concluded that, there are 2 students who used brainstorming, 3 students who used clustering, 2

students who made WH questions, and 1 student who had rapid free questions as her strategy in planning her writing. Furthermore, there were 3 students who used more than 1 strategy for planning their writing.

Those are the result from interview, compared with the result from the distributed questionnaire which was 31 students was participated in the questionnaire, it showed that many students used brainstorming as their strategy in planning their writing. Moreover, it is proven by 19 students (61.3%) who used brainstorming in planning their writing, followed by 5 students (16.1%) who used clustering or grouping ideas before writing in planning their writing, followed by 5 students (16.1%) who had rapid free questions or made questions related to writing topic as many as possible in planning writing, and the lowest was answering WH question which answered by 2 students only. The result of the questionnaire which shows strategies that the students used in planning their English writing can be seen on figure 4.1.





Based on the 31 responses on the questionnaire that is showed above, it could be concluded that most of students used brainstorming as their idea when they were planning their writing, followed by some students who used clustering or grouping ideas before writing, was having rapid free questions or making questions related to writing topic as many as possible, then the rest was using WH questions as their strategy in planning their writing.

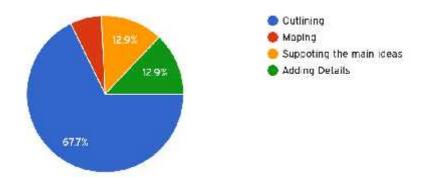
Both the data from interview and questionnaire highlighted that most of students used brainstorming as their writing strategy when they were planning their writing.

b. Writing Strategies Used in Drafting

The data about writing strategies that the students use in drafting was collected through doing interview with 5 students and distributing online questionnaire which is 31 students were participated in it. Furthermore, this study found that there are 4 strategies used by Indonesia EFL students in drafting, such as outlining, mapping, supporting the main ideas, and adding details.

Based on the interview, all of the students who have interviewed who were 5 students, they said that they used outlining when they were drafting their writing. A2 student stated and it is translated by researcher that that "when I make a draft, I usually make an outline first, so I know what will I wrote in a good order". Moreover, it is sustained by another student who said that she used outlining in drafting her writing, A5 student stated and it is translated by researcher that "I make outline first, then I elaborate some points to make paragraphs, and I never forgot that I should open and read the resources". It can be seen that mostly the students used outlining in drafting their writing, because it helps them to make paragraphs in a good order and to make them be cohesive and coherent.

Those are the data gained from interview, compared with the data gained from distributed questionnaire, there was 31 students were participated. It revealed that most of students used outlining as their strategy when they were drafting their writing. It is proven by 21 students (67.7%) who chose outlining, followed by 4 students (12.9%) who chose adding details, then 4 students (12.9%) also chose supporting the main idea, then the rest 2 students chose mapping as their strategy in drafting their writing. The result of the questionnaire which shows the writing strategies in drafting used by the students can be seen on figure 4.2.





Based on the responses from 31 participants of the questionnaire, it could be concluded that the strategy that mostly used by the students in drafting their writing is outlining, followed by some students who used adding details, followed by some students who used supporting the main idea, then the lowest was mapping. It can be highlighted that both data from interview and questionnaire show that the strategy that mostly used by students in drafting is outlining.

c. Writing Strategies Used in Revising

The data of writing strategies used in revising was collected through doing an interview with 5 students of two different major, there are English Education Department and English Literature Department of UINSA and distributing questionnaire to both majors which was 31 students were participated in it. Based on theories, this study found that there are 4 strategies in revising used by students, there are reorganizing ideas, asking questions to the teacher to revise, peer editing with classmates, and reading aloud to determine the messy by their self-awareness. The data collected from interview will be explained briefly.

Based on interview, most of students revised their writing based on their teacher's feedback. There are 3 students who said that they asked revision to the teacher, then, revised their writing draft based on the teacher's revision. A4 student stated and it is translated by researcher that that "I revise it based on my teacher's feedback, because the writing that I make it is for completing my task, and then my teacher will know what I need to revise". Furthermore, it is supported by A5 student who stated and it is translated by researcher that "I do revise; mostly I use teacher's feedback to revise my writing to become better writing". Another student said that she revise their writing by asking teacher's revision, A1 stated and it is translated by researcher that "I revise it by asking revision to my lecturer, then I revise it based on her feedback, I usually revise it 2-3 times".

Meanwhile, followed by 2 students who said that they do peer editing with classmates. A2 student said and it is translated by researcher that "I usually discuss with my classmates before revising, because sometimes me and my friend has the same revisions, so then we sharing together to be aware of our awfulness in writing, then we revise it". Moreover, followed by the rest of the student who revised their writing based on her awareness. In conclusion, most of students were asking feedback from their teacher to revise their writing.

Those are the data collected from interview, it compared with the data gained through questionnaire. It shows the students mostly asked questions or feedback to the teacher to revise their writing. It is proven by 13 students (41.9%) who chose asking questions or feedback to the teacher to revise their writing. Then, followed by 10 students (32.3%) who reorganized their ideas in revising. Then, followed 7 students (22.6%) who did peer editing with their classmates. Then, followed by a student who read aloud his writing to determine the messy. The result of the questionnaire which shows writing strategy used by the students in revising can be seen on figure 4.3.

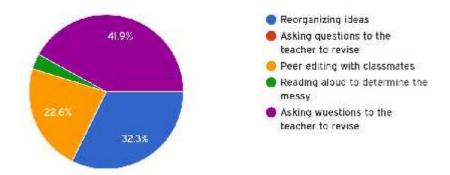


Figure 4.3 Writing Strategies in Revising used by the Students

Based on the questions above, the strategy that mostly used by the students in revising their writing is asking questions to the teacher to revise then writing. Then, followed by some students who used reorganizing ideas in revising their writing. Followed by some students who did peer editing with classmates to revise their writing. Followed by read aloud to determine the messy which is the strategy that was rarely used by the students in revising their writing.

Both the data gained from interview and questionnaire highlighted that ask questions/revisions to the teacher is the writing strategy that mostly used by students in revising their writing.

d. Writing Strategies Used in Evaluating

The data of writing strategies used by students in evaluating their English writing was collected through doing interview with 5 students and distributing questionnaire which was 31 students were participated in it. This study found that there are four strategies used by students in evaluating, such as evaluating based on teacher's feedback, evaluating based on self-awareness, evaluating based on peer feedback, evaluating based on language features. Moreover, the data gained from interview will be explained by the researcher briefly

Based on interview, mostly the students evaluated their writing based on their teacher's feedback. It is proven by 3 students who said that they evaluated their writing based on their teacher's feedback, A5 student stated and it is translated by researcher that "I do evaluation it is also based on my teacher's feedback". While, it is proven by another student, A2 students stated and it is translated by researcher that "I usually evaluate based on my teacher's feedback". Meanwhile, another 2 students said that they evaluated their writing based on the language features. A3 student said and it is translated by researcher that "I usually do revising and evaluating for 2-3 times, and on the last evaluation, it is usually evaluated their writing based on their should be concluded that the students mostly evaluated their writing based on their should be concluded that the students mostly evaluated their writing based on their should be concluded that the students mostly evaluated their writing based on their should be concluded that the students mostly evaluated their writing based on their should be concluded that the students mostly evaluated their writing based on their teacher feedback and it is about overall organization of their writing.

Those are the data gained from the interview with the students, compared with the data collected from questionnaire; it is revealed that most of students evaluated their writing based on their teacher's feedback. It is proven by 26 students (83.9%) who chose evaluating based on teacher feedback as their strategy in evaluating their writing. followed by 3 students (9.7%) who evaluated their writing based on peer feedback. Then, evaluating based on self-awareness and evaluating based on language features were the lowest strategy that the students used in evaluating their wiring, there were only one student who chose on each strategy. The result of the questionnaire of writing strategy used by students in evaluating can be seen on figure 4.4.

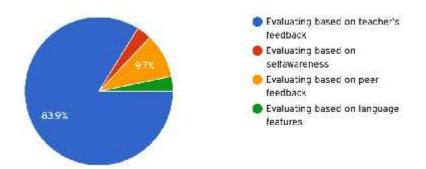


Figure 4.4 the Writing Strategies in Evaluating used by Students

Based on the figure 4.4, it can be seen that most of students evaluated their writing based on their teacher's feedback. Then, followed by some students who evaluated their writing based on peer feedback. Then, there were 2 strategies which rarely used by students in evaluating, there were evaluating based on self-awareness and evaluating the language features. It can be concluded that both data from interview and questionnaire show that the students are prefer to evaluate their writing by asking feedback to their teacher as their strategy in evaluating.

Furthermore, the way the students utilizing writing strategies in their writing, based on interview, there were three students who said that they had to know the main problem and the objective of their writing, then they made questions by themselves, then going further in writing their paragraphs. It is proven by A4 student who stated and it is translated by researcher that "I usually search the main problem of my writing first, then, I make questions by myself". Moreover, there was another student who stated and it is translated by researcher that "After I know the writing topic, I make questions related to my writing topic and I list my own opinion".

Besides, another two students said that after they were knowing the objective of their writing, usually they explored ideas, then shorter it into some ideas that can be a paragraph. It is proven by A1 student who stated and it is translated by researcher that "*I explore ideas, make a note, then I shorter my ideas to become paragraphs*". It can be concluded that the way students in using writing strategies that mostly used was searching main problem and the objective of their writing, exploring ideas, and then making questions related to writing topic.

2. Writing Resources Used by Indonesian EFL Students

To answer the second research question related to English writing resources used by English Education Department and English Literature Department of UINSA, the data was collected from the interview with the students and the distributed questionnaire to strengthen the data which are constructed based on theories in the Chapter II. Based on theories of writing resources in English writing, there are some resources which usually use in English writing, such as teacher, classmates, working with classmates, resource from university, textbook, and online resource or practice.

The results are presented based on the analyzed data of the interviews and the calculated data of the distributed questionnaires to help the readers catch the better understanding about the writing resources used by the students in each writing stages, such as planning, drafting, revising, and evaluating. Furthermore, interviews were conducted with 5 students; 3 students from English Language Education Department and 2 students from English Literature Department. Moreover, there were 31 students from both majors who were participated in it. The explanations below are the result of the research findings.

a. Writing Resources Used in Planning

The first data to explore the writing resources used in planning writing was gained through interview with students. Based on interview, it shows that student used more than one resource in planning their writing, mostly they searched resources on the internet and used their lecturer as a resource. It is proven by 2 students who said that they used both of them as resources in planning writing. A2 student stated and it is translated by researcher that "mostly I use journal from my lecturer as my resources, but I do search in from internet, I take it from trusted websites such as eric.gov or maybe blog that usually has easier language that I easy to understand". Then, another student also stated the same,

A5 said and it is translated by researcher "for resources, I prefer to use online resources such as eBook and article, and I also ask my teacher suggestion for my better writing, but sometimes I search on university's web, like IJET". Furthermore, there is also a student who only used online resources in planning her writing.

A3 student stated and it is translated by researcher that "I mostly search online journal that related to my topic, but if it still less, I search article from trusted web such as Eric.gov, Sinta, Ristekdikti, or etc, for example like the opinion of the government or etc." It can be concluded that the most resource that the students used is online resource, it can be journal, blog, article, eBook, or etc. Then, followed by lecturer as writing resource, it can be suggestions, explanations, or some journal that lecturer gave to the students. Followed by sharing with classmates as resource that rarely used by students.

Those are the results from interview, it compared by the result from distributed questionnaire. It shows that most of students used online resource/online practice as their resource in planning their writing. It is proven by 12 students (38.7%) who chose online resource/online practice. Followed by 7 students (22.6%) who chose teacher as resource. Then, followed by 3 students (9.7%) who chose resource from university. Followed by 3 students (9.7%) who chose textbook. Followed by 2 students who chose working with classmates. Then, followed by the rest who answered some different resources rarely used by the students, there were both teacher and online resource and themselves as resources in planning writing. The questionnaire's result that shows resources used by students in planning can be seen on figure 4.5.

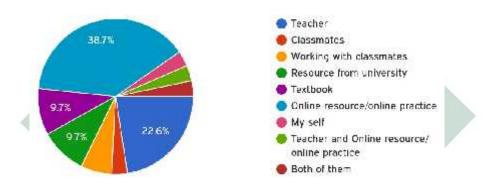


Figure 4.5 the Writing Resources in Planning used by Students

From the figure above, in can be concluded that the most resources used by the students in planning their writing is online resource/online practice, followed by teacher as resource, and so on. Both the data from interview and questionnaire show that online resource/online practice was the strategy that mostly used by students in planning their writing

b. Writing Resources Used in Drafting

Based on questionnaire that was distributed to answer what are writing resources used by students in drafting their writing, it shows that the students mostly used online resource/online practice as their resources in drafting. It is proven by 12 students (38.7%) chose online practice/online resource. Then, followed by 5 students (16.1%) chose resource from university. Next, followed by 5 students also (16.1%) chose textbook as their resource. Followed by 4 students (12.9%) who chose teacher as their resource. Then, followed by 2 students who chose classmates, 2 students chose working with classmates, and a students who chose both teacher and online resource/online practice which was the lowest. The result of questionnaire about writing resources used by the students in drafting their writing can be seen on figure 4.6 below.

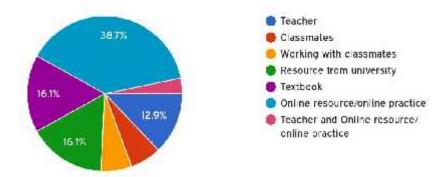


Figure 4.6 the Writing Resources in Drafting used by the Students

Based on the figure showed above, it can be concluded that the resources mostly used by the students in drafting is online resource/online practice. Then, followed by resource from university, textbook, and so on. Those are the data gained from questionnaire, it can be compared by the data collected from interviews with students. Furthermore, the researcher will explained the analyzed data from interview briefly.

From interview, the resource that mostly used by the students is also online resource/online practice. It is proven by 4 students who said they used online resource/online practice as their resource in drafting their writing. A4 student stated and it is translated by researcher that "I use the same resource that is online journal, but sometimes I also sharing ideas with classmates to richer my ideas". Same as A4 student, A1 student also stated and it is translated by researcher that "I usually read some articles from internet and I consult to my lecturer". Meanwhile, there are 3 students who said they used their lecturer as resource in drafting.

A2 student stated and it is translated by researcher that "the same resource as in planning, resources from my lecturer, such as journal, article, and example from my lecturer". In conclusion, the students used more than one resource in drafting their writing, they used online resource and teacher as resources, or they used online resource and share ideas with classmates. Furthermore, online resource (no by students), the resource that mostly used by students. Followed by teacher as their resource, it can be journal, eBook, suggestions or explanation from their teacher. Followed by sharing ideas with classmates, followed by textbook, resource from university that was the lowest.

It can be concluded that both the data gained from interview and questionnaire highlighted that the students were mostly used online resource/online practice as their resource in drafting their writing.

c. Writing Resources Used in Revising

To answer what are writing resources in revising used by students, the data gained through doing interview with students and distributing questionnaire to the students. First, based on questionnaire, it shows that the student used their teacher as their resource in revising. It is proven by 16 students (51.6%) who chose teacher. Followed by 9 students (29%) who chose online resource/online practice as their resource. Then, followed by 3 students (9.7%) who chose working with classmate. Followed by 2 students who chose textbook and a student who chose resource from university, these were the resources that rarely chose by students in revising their writing. The result of questionnaire about what are resources used by the students in revising showed on figure 4.7 below.

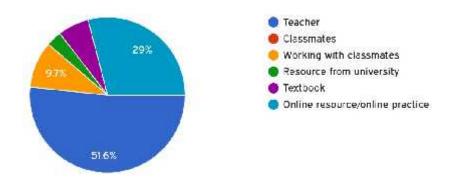


Figure 4.7 the Writing Resources in Revising used by the Students

Based on the figure above, it can be concluded that teacher is the resource that mostly used by students in revising their writing. Then, followed by online resource/online practice, and so on. Furthermore, those all the data gained from questionnaire, compared with data gained from interview. The researcher will briefly explain the analyzed data from interview.

Based on interview, it show the resource that mostly used by students is online resource/online practice. It is proven by 4 students who said that they are searching more online journal, eBook, or article when they are revising, followed by teacher as their resource. A4 student stated and it is translated by researcher that "*I use the same resources, eBook or online PDF*", another student also state the same, A1 students stated and it is translated by researcher that "*I revise based on my lecturer feedback and I read more resource from internet*". Besides, there was also students who said that she used sharing with classmates and online resources/online practice as her resources in revising.

A3 stated and it is translated by researcher that "From peer editing, it may appears new resources, from that I usually search new journal or article for revising my draft". It can be concluded that the students used more than one resource in revising their writing, there are two resources that mostly used by the students, such as online resource/online practice and the teacher as their resources in revising. Then, followed by sharing with classmates, and so on. It can be concluded that the data from interview highlighted that online resource/online practice is the strategy mostly used by students, while the data from questionnaire highlighted that the students were mostly used teacher's feedback to revise their writing.

d. Writing Resources Used in Evaluating

To answer what are the resources used by the students in evaluating their writing, this research acquires the research data through doing interview and distributing questionnaire to some students. The researcher will explain briefly the analyzed data of interview and questionnaire. First data is from interview, based on doing interview, all of students who have been interviewed said that they used their teacher as their resource in evaluating. Not only teacher as a resource, but 4 from 5 students said they also used online resource/online practice as their second resource when they were evaluating their writing.

It is proven by A3 students who stated and it is translated by researcher that "I use my lecturer feedback as my resource and I also use the same online resources that I use before". Same as A3 students, there is also another student who stated the same, A5 stated and it is translated by researcher that "I use the same resources, mostly I use online resources, sometimes my lecturer orders me to search more resources and evidence to evaluate my writing, then my writing becomes rich of resources and evidence". Moreover, there was also another student who stated the same, A2 student stated and it is translated by researcher that "I usually evaluate based on my teacher's feedback, I use the same resources, journal and article, but I read it deeper and I will search more if I need it". From those explorations, it can be concluded that the resources that mostly used by students in evaluating is their teacher, but it usually followed by online resource/online practice as the second resources.

Those are the data from interview, it compared with the data collected from questionnaire. It shows that teacher is mostly used as a resource in evaluating their writing. It is proven by 15 students (48.4%) who chose teacher as their resource. Followed by 10 students (32.3%) who chose online resource/online practice. Then followed by 2 students who chose working with classmates and 2 students chose textbook. Followed by 1 student chose classmates and 1 student chose both teacher and online resource/online practice, these were the lowest. The result of questionnaire about writing resources used by the students in evaluating will be shown at figure 4.8.

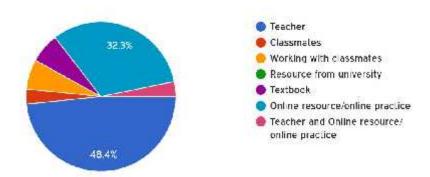


Figure 4.8 the Writing Resources in Evaluating used by the Students

Based on the figure shown above, it can be concluded that the most used resource in evaluating in the teacher. Then, followed by online resource/online practice. Then, followed with other resources that were rarely used by the students in evaluating. It can be seen that the data gained from interview and questionnaire highlighted that the student were mostly used teacher as their resource, it can be suggestions, evaluation or etc, but it was usually followed by online resource online practice as the second resource.

Furthermore, the way students in utilizing resources in their writing, based on interview, most of the students have two ways in using it. If the resource was in the form of explanation from their teacher, they read more and studied more about that by themselves. Then, if the resource was in the form of book, journal, article, and etc. They read it first, then did paraphrasing or quotation. It is proven by A3 student who stated and it is translated by researcher that *"I read it first, for direct speech I usually do the quotation, but for another I do paraphrase, then I use it into my writing"*. There was another student who stated the same, A5 student stated and it is translated by researcher that *"I do paraphrasing, because paraphrasing is a big yes in using resources to avoid plagiarism"*.

Another student said the way they used resources from her teacher's explanation, A1 student stated and it is translated by researcher that "Absolutely I should read more and study more about the language features that my lecturer has explained to me". From the explanation above, it can be seen that the students used two different ways based on the resources that they use, if they used the explanation from their teacher, they read and studied more, but if they used eBook, journal, article, or etc. They did paraphrasing and quotations to avoid plagiarism. It can be concluded that the students use different writing strategies and resources in their writing as it mentioned before, such as brainstorming in planning, outlining in drafting, asking the teachers revision in revising, and asking suggestions to the teacher in evaluating. Furthermore, the students used online resource/online practice as writing resource in planning and drafting, teacher as their resource in revising and evaluating and they also used some ways in using writing strategies and resources such as quoting, paraphrasing, study more by themselves, and etc.

B. Research Discussion

This subsection discusses the research findings based on theories which have been written in the Chapter II that are related to the research questions of this study. The research questions of this research are: (1) What are English writing strategies used by students at English Language Education Department and English Literature Department at UINSA?; (2) What are the writing resources used by the students at English Language Education Department and English Literature Department at UINSA?; (3) How do the students use the writing strategies and writing resources for English Language Education Department and English Literature Department at UINSA?; Furthermore, the researcher will explain each of the research findings based on those research questions above and by related it with theories written in the Chapter II.

1. Various Writing Strategy Used by Indonesian EFL Students in Each Writing Stages

Concerning to the findings of the first research questions which is what are writing strategies used by Indonesian EFL students in writing, having appropriate strategy is important for students to gain good writing outcomes. In this past three decades, understanding writing strategies is beneficial to increase EFL students' writing abilities⁴². It is also believed by some previous researcher that the use of appropriate writing strategy for EFL students would influence good writing outcomes⁴³. Furthermore, there are some writing strategies from theories that can be used by the students in each stage of writing. The first stage is planning, there are some prewriting activities that might be used by the teachers to stimulate the students' thought, such as brainstorming, clustering, having rapid free question, and answering WH questions⁴⁴.

Moreover, based on the theories about writing strategies in the first stage, which is planning or prewriting explored by expert. It can be seen from the result of doing interview and distributing questionnaire, this study found that students already used all of the strategies mentioned by expert above, but brainstorming is the mostly used strategy in planning their writing. Based on Figure 4.1, it shows that the students use all of strategies but they mostly used brainstorming in planning their writing. Moreover, the findings above are in line with the finding of previous study studied by Lee who found that students are prefer to be taught how to write coherently to establish their ideas in a smooth way⁴⁵. Hence, in can be concluded that the finding of this research supports the theory from Willy A. Renandya who figured out some writing strategies in planning and the study from Lee. Together with the existing theories and findings from previous studies, the finding further confirm that brainstorming, clustering, having rapid free question, and answering WH questions with the most used strategy is brainstorming are the strategies used by students in planning their writing. In conclusion, the finding of this research supports the existing theories and findings from previous studies about writing strategies in planning; specifically the writing strategies used by Indonesian EFL students in planning.

Secondly, this study also explores writing strategy used by Indonesian EFL students in the next writing stage which is drafting. In drafting stage, the students were ordered to have some drafts based on their writing topics, the teacher could give a writing outline to direct the students into particular topics, and it would impact the students' thought in developing their ideas⁴⁶. Therefore, based on writing strategies in drafting stated by expert, this study found that most of students are prefer to make an outline based on their writing topics first, before writing their draft.

Based on data gained from interview, most students said that outlining made them be easier in writing and made their writing be cohesive and coherent. There are 5 students who have been interview said that they made an outline first before writing a draft. While, based on distributing questionnaire that showed on Figure 4.2, it can be seen that outlining was the strategy that mostly used by students in drafting. Thus, the finding of this study about writing strategies in drafting supports the theory from Willy A. Renandya who stated that outlining, mapping, supporting the main ideas, and adding details with the most used strategy is outlining are the strategies used by students in drafting their writing. In conclusion, the finding of this research supports the existing theories about writing strategies in drafting, specifically the writing strategies used by Indonesian EFL students in drafting.

The next is writing strategies in revising stage which also explored by this study. The students might edit their writing into the better one by using some ways, such as using their self-awareness to recognize their writing error, asking the teachers' feedback, discussing the writing error with their friends, and reading aloud to determine their awful sentence, bad grammar, or another error in the language features aspects⁴⁷. Moreover, based on the linked theories above, this study found that the students use vary of strategies in revising, such as strategies mentioned by expert. Besides, the strategy in revising that mostly used by students is asking the teacher's feedback. Either the data collected from interview or the data gained from questionnaire showed the same result. Figure 4.4 showed that almost half of students prefer to ask questions or feedback to their teacher in revising their writing.

Furthermore, it is also proved by previous researches who stated that a good collaborative work between teacher and students could increase students' writing outcomes be more critical and meaningful⁴⁸. Then, it followed by reorganizing ideas strategy, and etc. It can be concluded that between the finding of this study about writing strategies used by students in writing and the linked theories have a correlation. Together with the existing theories and the finding from previous study by Ambe and Elizabeth, the finding further confirm that

⁴² Mancuso-Murphy, "Distance Education in Nursing."

⁴³ Lei, "Exploring a Sociocultural Approach to Writing Strategy Research."

⁴⁴ A Renandya, English Language Teaching Today.

⁴⁵ Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry."

⁴⁶ A Renandya, *English Language Teaching Today*.

⁴⁷ Ibid.

⁴⁸ Bifuh Ambe, Elizabeth. Developing successful writing teachers: outcomes of professional development exploring teacher's perceptios of themselves as writes and writing teachers and their students' attitudes and abilities to write accros the curriculum. *Englih Teaching: Practice and Critique*. (Desember, 2013): 137-156.

reorganizing ideas, asking questions to the teacher to revise, peer editing, and reading aloud to determine the messy with the most used strategy is asking questions to the teacher to revise are the strategies used by students in revising their writing. In conclusion, the finding of this research supports the existing theories and the findings from previous study about writing strategies in revising; specifically the writing strategies used by Indonesian EFL students in revising.

Lastly, this study also explores kinds of writing strategies used by students in evaluating stage. Evaluating is the last stage of writing which drives the students to evaluate their overall organization of their writing, this study found that the students use some different strategies in revising, it is related to theories by expert that have already mentioned in the Chapter II. In this stage, the students have to evaluate their own work, doing peer editing, evaluating based on teacher's feedback, or evaluating based on grammatical structures or language features⁴⁹. Therefore, this study found that the students who have been interviewed prefer to evaluate their writing based on their teacher's feedback. Almost all of the students answer that they usually evaluate their writing based on teacher's feedback. Besides, the students are ordered by their teacher to do peer feedback, sometimes.

While, it can be seen on Figure 4.4 that shows most of students chose evaluating based on teacher's feedback. Moreover, it is also strengthen by the finding of previous study by Suriyanti and Yaacob who found that the teachers are better to have vary of strategies in their teaching and learning activities to solve the students' problem in writing⁵⁰. Thus, the findings of this study about writing strategies used in evaluating supports the theory which figured out by expert and the finding of previous study. Together with the existing theories, the finding further confirm that evaluating based on teacher's feedback, evaluating based on self-awareness, evaluating based on peer feedback, and evaluating based on language features with the most used strategy is evaluating based on teacher's feedback are the strategies used by students in evaluating their writing. In conclusion, the finding of this research supports the existing theories about writing strategies in evaluating; specifically the writing strategies used by Indonesian EFL students in evaluating.

Based on the findings discussed above about the writing strategies used by Indonesian EFL students, it can be seen that the students use different strategies in each stage of writing, but they use vary of strategies in every stage. Moreover, based on the result of interview with the students and distribute the questionnaire which also have correlation with the theories mentioned, it indicates that brainstorming is the strategy that mostly used by students in planning stage, outlining is the strategy that mostly used by students in drafting, asking questions to the teacher to revise is the strategy that mostly used by students in revising, and evaluating based on teacher's feedback is the strategy that mostly used by students in evaluating. Thus, the finding from interview and questionnaire reflected with theories of writing resources figured out by Willy A. Renandya⁵¹ and the finding of previous studies by Murphy⁵², Lei⁵³, Lee⁵⁴, Ambe and Elizabeth⁵⁵, and Suriyanti and Yaacob⁵⁶. Furthermore, there are some ways that the students in utilizing writing strategies that explored by this research through interview, such as searching main problem and the objective of their writing, exploring ideas, and making questions related to writing topic.

While, there is theory figured out by National Geographic Learning, one of the element of good writing is having a clear purpose, it means that a writing should have clear purpose and writers should understand the purpose of their writing that they will explain, because it will be important for the readers in reading the writing⁵⁷. It can be concluded that the finding of this research supports the theory stated by National Geographic Learning. Thus, with the existing theories, the finding further confirms that knowing clear purpose of writing is the way students in using strategies in writing. It can be concluded that the finding of this study supports the existing theories about the way the students in using writing strategies, specifically the way to use writing strategies used by Indonesian EFL students in writing.

⁴⁹ A Renandya, English Language Teaching Today.

⁵⁰ Suriyanti and Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia."

⁵¹ A Renandya, English Language Teaching Today.

⁵² Mancuso-Murphy, "Distance Education in Nursing."

⁵³ Lei, "Exploring a Sociocultural Approach to Writing Strategy Research."

⁵⁴ Lee, "Teaching Coherence to ESL Students: A Classroom Inquiry."

⁵⁵ Bifuh Ambe, Elizabeth. Developing successful writing teachers: outcomes of professional development exploring teacher's perceptios of themselves as writes and writing teachers and their students' attitudes and abilities to write accros the curriculum. *Englih Teaching: Practice and Critique*. (Desember, 2013): 137-156.

⁵⁶ Suriyanti and Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia."

⁵⁷ "Gw3_unit2.Pdf."

2. Various Writing Resources Used by Indonesian EFL Students in Each Writing Stage

Regarding to the findings of the second research question which is what are writing resources used by Indonesian EFL students in writing. Besides using appropriate strategies, having suitable resources in each writing stage also be beneficial for the students' writing product. Firstly, according to the result of interview and questionnaire about what are writing resources used by students in planning their writing. It shows that students use some resources, mostly they use more than one resource, but they prefer to use online resource/online practice in planning their writing, it can be journal, eBook, article, or other resources.

Furthermore, Figure 4.5 which shows the percentage of resources used by students in planning their writing. Therefore, it is supported by theory from expert who figured out that there are most important writing resources which could help the students to gain good writing outcomes, such as instructor or teacher, classmates, peer working with classmates, resource from university, textbook, and online resource⁵⁸. Moreover, it is also believed by Ahmed who found that using vary of resources could influence the students' cohesion and coherent in writing essay⁵⁹. Thus, with the existing theories, the finding further confirm that teacher, classmates, working with classmates, resources from university, textbook, and online resource/online practice with most used resources is online resources/online practice are the resources used by students in planning. In conclusion, the finding of this research supports the existing theories about writing resources in planning; specifically the writing resources used by Indonesian EFL students in planning.

Secondly, this study also explores the writing resources used by students in the next writing stage, which is drafting. The finding shows that the students used vary of resources in drafting, such as online resource/online practice, textbook, teacher, work with classmates, and resource from university. While, online resource/online practice is the resources that mostly used by students in drafting, because they said that they use the same resources as when they are planning their writing. Therefore, the finding from questionnaire also shows the same, it can be seen in Figure 4.6 which shows the percentage of writing resources used by students in drafting. Furthermore, it is supported by the same theory who figured out that there are most important writing resources which could help the students to gain good writing outcomes, such as instructor or teacher, classmates, peer working with classmates, resource from university, textbook, and online resource⁶⁰. It can be concluded that between the finding of this study and the theory have correlation. Together with the existing theories, the finding further confirm that teacher, classmates, working with classmates, resources from university, textbook, and online resources/online practice are the resources used by students in drafting. In conclusion, the finding of this research supports the existing theories about writing resources in drafting, specifically the writing resources used by Indonesian EFL students in drafting.

Thirdly, this study also explores the writing resources used by students in revising their writing. Moreover, theory form Jennifer Lynn Craig who figured out that there are most important writing resources which could help the students to gain a good writing outcomes, such as instructor or teacher, classmates, peer working with classmates, resource from university, textbook, and online resource⁶¹. This study found that the mostly used writing resource by student in the revising stage is different with the resource they used in planning and drafting. In this stage the students prefer to use their teacher's feedback as resource in writing, but it is usually followed by the online resource, such as eBook, journal, article, and other resources. Likewise, it is strengthen by previous research which is studied by Sadiq who figured out that students tend to be equipped various resources for their coherence in writing⁶².

More than half of students chose teacher as their resource in revising their writing, the percentage of findings can be seen in figure 4.7 that shows teacher is the strategy mostly used by students in revising their writing, but they also use some other resources as mentioned by expert. Thus, with the existing theories, the finding further confirm that teacher, classmates, working with classmates, resources from university, textbook, and online resource/online practice with most used resources is teacher are the resources used by students in revising. In conclusion, the finding of this research supports the existing theories and the finding from previous study about writing resources in revising; specifically the writing resources used by Indonesian EFL students in revising.

Lastly, the research finding is about the writing resources used by students in the last stage of writing, which is evaluating. This study follows the same theory figured out by expert that there are most important writing resources which could help the students to gain a good writing outcomes, such as instructor or teacher, classmates, peer working with classmates, resource from university, textbook, and online resource⁶³. This study found that the students use vary of strategies as mentioned by expert above, but they mostly use teacher as their

⁵⁸ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

⁵⁹ Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt."

⁶⁰ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

⁶¹ Ibid.

⁶² Abdulwahed Ahmed Ismail, "Exploring Students' Perceptions of ESL Writing."

⁶³ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

resource in evaluating. Hence, there are also many students who said that they use online resource/online practice in evaluating their writing.

Moreover, it is supported by the finding from questionnaire which shows the same. The students prefer to use teacher as their resource in evaluating, followed by online resource/online practice, and so on. The percentage of the finding can be seen in figure 4.8 which shows that almost half of students chose teacher as resources in evaluating their writing. Thus, the findings of this study is support the theory stated by Jennifer Lynn Craig. Together with the existing theories, the finding further confirm that teacher, classmates, working with classmates, resources from university, textbook, and online resource/online practice with most used resources is teacher are the resources used by students in evaluating. In conclusion, the finding of this research supports the existing theories about writing resources in evaluating; specifically the writing resources used by Indonesian EFL students in evaluating.

Based on the discussed findings above, it can be concluded that students use vary of writing resources in each stage of writing as mentioned by expert above. Furthermore, in planning and drafting their writing, the students mostly use the same resource, it is online resource/online practice. Meanwhile, the students prefer to use their teacher as their writing resource in revising and evaluating their writing. Moreover, this study found that the students do not use only one resource, but they also use another resource to support their primary resource in each writing stage. Thus, the finding from interview and questionnaire reflected with theories of writing resources figured out by Lynn Craig⁶⁴ and the finding of research by Sadiq and Ahmed⁶⁵.

Moreover, the students also have two ways in utilizing resources in their writing. Firstly, if the resource is in the form of explanation from their teacher, they will read more and study more about that by themselves. Then, if the resource is in the form of book, journal, article, and etc. They will read it first, then do paraphrasing or quotation. Additionally, the theory stated by Jennifer Lyn Craig shows that by reading, underlining, highlighting, and making some notes will make the students have good writing resources⁶⁶. Thus, reading will make the students has a good writing resource, it can be concluded that between the finding of this research and the linked theory is having a correlation. Together with the existing theories, the finding further confirm that making some notes, highlighting, underlining, reading are the ways students in using writing resources. In conclusion, the finding of this research supports the existing theories about the way the students in using writing resources, specifically the way to use writing resources used by Indonesian EFL students.

It can be concluded that the finding of this research are in line with some theories used in this study, such as English writing strategies in each writing stages figured out by Willy A. Renandya⁶⁷ and some previous studies, writing resources figured out Jennifer Lynn Craig⁶⁸ and some previous studies, and the way the students used writing strategies and resources figured out by National Geographic Learning⁶⁹ and Jennifer Lynn Craig⁷⁰.



⁶⁴ Ibid.

⁶⁵ Ahmed, "Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt."

⁶⁶ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

⁶⁷ A Renandya, English Language Teaching Today.

⁶⁸ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

⁶⁹ "Gw3_unit2.Pdf."

⁷⁰ Craig, Integrating Writing Strategies in EFL/ESL University Contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, it presents the conclusion of this research based on the result of this research which was expected to explore English writing strategies and resources used by Indonesian EFL students. Furthermore, this chapter also provides the researcher's suggestions for some fields. The conclusion and suggestion are presented bellow.

A. Conclusion

Firstly, conclusion of the first research questions which is writing strategies used by students, it can be seen than the students use the different writing strategies on every writing stage. The first stage is planning, in this stage, the researcher concludes that the students prefer to use brainstorming as their strategies, even though there are some students who use other strategies, such as clustering, making rapid free questions, and answering WH questions. The second stage is drafting, it can be seen that students used many strategies in drafting, such as outlining, mapping, supporting the main ideas, and adding details, but they mostly used outlining as their strategy in drafting. The third stage is revising, in this stage, teacher's feedback is the mostly used strategy by students, while there are also some other strategies used by them, such as reorganizing ideas, doing peer editing with friends, and reading aloud to determine the messy. The last stage is evaluating, same as revising, the students prefer to evaluate their writing by using their teacher's feedback, meanwhile, there were also some students who used others strategies, such as evaluating based on self-awareness, evaluating based on peer feedback, and evaluating based on language features.

Secondly, the exploration of what are writing resources used by students writing. The researcher found that students used vary of writing resources in each writing stage. The first stage is planning, in this stage, the students used more than one resources in their writing, such as teacher, classmates, working with classmates, resource from university, and textbook, but they are mostly used online resource/online practice as their writing resource in planning, it can be eBook, journal, article, or etc. Furthermore, the second stage is drafting, in this stage, the researcher found that students used the same writing resource as in planning, they prefer to use online resource/online practice in drafting their writing. Meanwhile, there were some other students who used others resources, such as teachers and classmates. In the third stage, which is revising, the students are tend to revise their writing based on the resource they have got from their teacher, it can be journal, feedback, or suggestion, meanwhile, there were some other students who revise their writing by using other resources, such as online resource, working with classmates, and textbook. The last stage is evaluating, the researcher found that students usually do more than one evaluation and they are still use their teacher as a resource, sometime they also search another online resource if they need it or their teacher want to them search more resources, even though, there were also some students who used other resources, such as textbook, resources form university, and classmates.

Thirdly, the third research question is the way students using writing strategies and writing resources, the researcher found that students utilize writing strategies and resources in many ways. In using writing strategies, the students used some ways, such as searching main problem and the objective of their writing, exploring ideas, and making questions related to writing topic. Furthermore, in using resources, the students used two different ways, if the resources are eBook, journal, article, or etc. The students are usually reading, paraphrasing, and doing quotation. While, if the resources are the teacher's feedbacks or suggestions, the students are usually studying it by themselves, deeply.

B. Suggestion

For the students of English Language Education Department and English Literature Department of UINSA, they can use the recommended writing strategies, writing resources, and the way in using it which is explored by this research, specifically for those who have writing task as their important subject. Furthermore, for writing teachers, it can be beneficial for them in teaching their students to use appropriate strategies in writing, in driving the students to select suitable writing resources, and in teaching the good way in using writing strategies and resources to improve their students' writing outcomes. For future researchers, they could explore more writing strategies and resource used by other students in another university, because this research only explored writing strategies and writing resources used by English Language Education Department and English Literature Department students of UINSA. Additionally, the future researchers who want to study the similar

field of this research, they can expand it more, for example they can investigate writing challenges faced by students in writing academic papers, or etc.



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