STUDENTS’ LEARNING STRATEGIES IN ACCOMPLISHING

ACADEMIC WRITING COURSE

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

Sandy Bastari

NIM: 112014031

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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2018
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STUDENTS’ LEARNING STRATEGIES IN ACCOMPLISHING ACADEMIC WRITING COURSE

Sandy Bastari
2018

ABSTRACT

Academic writing is one of problematic courses to be accomplished by students in English Language Education program of Universitas Kristen Satya Wacana (UKSW). According to the data gained from Academic Writing course’s lecturers of Faculty of Language Education program of UKSW, there were many students in English Language Education program of UKSW gained unsatisfying result in academic writing course or were struggling to pass the course. Hence, this study aims to discover students’ mostly used learning strategies to be successful in Academic Writing course. This qualitative study observed ten students of English Language Education program of UKSW who were successful in Academic Writing course and obtained an A grade. They were interviewed using questions adapted from Oxford's (1990) Inventory of Learning Strategies which distinguished learning strategies into six groups; cognitive, memory, compensation, metacognitive, affective, and social. The result showed that metacognitive strategies are the strategies mostly used by students who were successful in Academic Writing course. Therefore, the discussion of this study is focusing on elaborating metacognitive strategies as the result found.

Key words: Academic writing, academic writing course, learning strategies, metacognitive strategies.
INTRODUCTION

Much research suggested that better strategies may improve language performance. The study of language learning strategies was pioneered by Rubin and Stern in 1975. Many believed that language learning strategies are very potential to be “an extremely powerful learning tool” (O’Malley, Chamot, Stewner-Manzanares, Kupper, and Russo, 1985) and it may also result in better proficiency and self-confidence (Oxford, 1990).

This study aimed to discover English Language Education students of Universitas Kristen Satya Wacana Salatiga mostly used learning strategies to be successful in Academic Writing course. There were many studies which observed learning strategies. However, there was no study about language learning strategies which focused on academic writing course, especially in college. This study, perhaps, will be the first which observe students’ language learning strategies to be successful in Academic Writing course. Zhang (2010) stated that, “most students find writing difficult and some international students report that their difficulties continue, even years after their confidence in other academic skills such as speaking, listening, and reading has grown”.

“Academic writing is taught as a process of saying 'true' or 'smart' things in a vacuum, as if it were possible to argue effectively without being in conversation with someone else” (Graff and Birkenstein, 2007). It is not an easy skill to master in a second language. Besides speaking, ESL learners also found academic writing as a problematic skill to achieve (Mohan and Lo 1985). In EFL context, teachers found
students’ academic writing weak (Bacha, 2012). It is also believed that Asians tend to face more problems in academic writing (Cassave & Hubbard, 1992).

The similar phenomenon is also found in English Language Education program of Universitas Kristen Satya Wacana. This study is conducted according to the data gained from Academic Writing’s lecturers of English Language Education program of UKSW which showed that there are many students in English Language Education program of UKSW who gained unsatisfying result in academic writing course or did not pass the course. There are five writing courses to pass in English Language Education program of Universitas Kristen Satya Wacana: Creative Writing, Procedural Writing, Narrative Writing, Argumentative Writing and Academic Writing. Academic writing is the last writing course in English Language Education program of Universitas Kristen Satya Wacana and it could be assumed that students have been well-trained in writing and they supposed to have capability to be successful in Academic Writing course.

A research question is formulated for this study: “What are writing strategies that students mostly used that contribute to be successful in Academic Writing course?” To be further, this study is hoped to be able to enrich students who are about to take academic writing course’s knowledge about strategies used to be able to accomplish academic writing course successfully. The researcher also hopes that the result of the study could enrich teachers or lecturers’ awareness who teach academic writing about learning strategies that students most used to be successful in Academic
Writing course, hence, teachers may reconsider or reconstruct their way of teaching Academic Writing course.

**REVIEW OF LITERATURE**

**Definition of learning strategies**

The study of language learning strategies was conducted by Rubin (1975) and Stern (1975) in the mid-seventies. Rubin came up to a broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. The awareness of the importance of the strategies used by learners in language learning process keeps growing since the study conducted by Rubin. O'Malley *et al.* (1985) concluded the definition of learning strategies as being "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information". They developed taxonomy of their own identifying strategies to be able to classify. It is divided into categories: metacognitive, cognitive and social. Metacognitive refers to the knowledge about learning and cognitive focuses to differentiate learning activities.

The taxonomy was, then, being developed by Oxford in 1990. She defined learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information." She later expanded the definition of learning strategies to be "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations" (Oxford, 1990). She divided strategies into direct and indirect
strategies that include 62 strategies in total. Direct strategies are used to deal with a new language directly and there are three groups that belong to the direct strategies: memory, cognitive, and compensation. Indirect strategies are used to be a general management in learning. The three groups that belong to indirect strategies are metacognitive, affective, and social strategies.

**Learning strategies categories according to Oxford (1990)**

**Cognitive strategies**

It is probably the most popular strategies with language learners. Those are strategies which make learners able to directly manipulate language material. There are four sets in this group: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

From those four sets, Practicing is the most important set which can be achieved by repeating, working with sounds and writing, and using patterns. In receiving and sending messages, it usually happens when learners try to find the main idea through skimming and scanning. Analyzing and reasoning strategies are usually used by adult learners to get to know the meaning and expression of the target language or to make new expressions.

**Memory strategies**

Memory strategies are usually being applied when a learner faces a challenge of vocabulary learning. These help learners to link one L2 concept or item with another without requiring them to understand the concept deeply. It is usually applied in the beginning of language learning process. If learners want to reach higher level
of proficiency, memory strategies are not recommended for them. One example of memory strategies is by making association. When learners want to remember the name Solange of a French person, learners may associate it by saying "Solange's face is so long" (Samida).

**Compensation strategies**

Compensation strategies are, for example, guessing from the context in listening and reading, using synonyms, "talking around" the missing word to aid speaking and writing and strictly for speaking, using gestures or pause words. These help learners make up missing knowledge, might be in grammar and vocabulary. These strategies are often used for speaking and writing when learners do not know new words and expressions.

The example of making up missing knowledge or guessing partial knowledge of the target language is when a learner recognizes the words shovel, grass, mower, and lawn in a conversation, hence, it could be understood that it is about gardening.

**Metacognitive strategies**

These strategies help learners to identify their own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study place and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy. “Metacognitive strategies had a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion” (Purpura, 1999). There are three sets of strategies
belong to metacognitive strategies, they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

The example of arranging and planning learning is when a learner who wants to listen to the news in the target language may plan the task by determining what topics might be covered in the program. The learner can try to find the words related to the topics before listening to the news. This attitude might provide better preparation of the learner.

**Affective strategies**

These strategies are talking about feelings, such as identifying one’s mood and anxiety level, giving reward to one’s performance, and using positive self-talk. Affective strategies also include three sets of strategies: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature.

Learners may lower the anxiety by listening to their favorite music for a view minutes before practicing the target language.

**Social strategies**

Social strategies might be done by asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. Social strategies are also very important in learning a language because language is used in communication where communication occurs between people. These strategies have three sets of strategies: Asking Questions, Cooperating with others, and Empathizing with Others.
Social strategies may be applied by doing something together in the language the learners are learning. Another example is by doing daily conversation with a friend in the target language, it is to practice listening and speaking skills.

THE STUDY

Context and Participants

The study was conducted at Faculty of Language and Literature of Universitas Kristen Satya Wacana Salatiga. The participants were students from English Language Education program of Universitas Kristen Satya Wacana who have passed academic writing course and got an A grade.

The participants were taken from five difference classes with five different lecturers. There are 10 participants in total. Seven participants were in their third year of college and two are in the fourth year. All participants had successfully accomplished academic writing course and obtained A grade. They were interviewed in two different times, five participants were interviewed on March, 2018, the other five participants were interviewed on May, 2018.

Data Collection Procedure

To collect the data, the researcher gained the list of students and their grade in academic writing courses, collected from five lecturers based on the permission of the Kaprodi of English Language Education Program UKSW. The data gained showed that there were ten students who obtained an A grade on their Academic writing
course. They were interviewed in around 15-25 minutes interview using Bahasa Indonesia.

Each student was interviewed in different days. The interview’s questions are 35 open-ended questions adapted from Inventory of Learning strategies. It is a Likert-type measure by Oxford (1990) that examined the frequency of student’s learning strategies in writing. The excerpts presented in the Findings and Discussion section, have been translated from Bahasa Indonesia.

**Data analysis**

The data gained from the interview were transcribed according to the recording. Afterwards, the data was analyzed and divided into six different strategies used by the students. The analysis, then focused on the most used learning strategies. The data of the mostly used learning strategies were analyzed using content analysis procedure.

**FINDINGS AND DISCUSSIONS**

The study found that the frequency of usage for the six learning strategy categories used by the participants were decreasing as follows: metacognitive strategy (82.5%), memory strategy (70%), compensation strategy (62%), social strategy (60%), cognitive strategy (58.93%), and affective strategy (54%). The findings of each strategy are presented on Table 1.
Table 1. The frequency of learning strategies used by the participants

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Cognitive</th>
<th>Memory</th>
<th>Compensation</th>
<th>Metacognitive</th>
<th>Affective</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>58.93%</td>
<td>70%</td>
<td>62%</td>
<td>82.5%</td>
<td>54%</td>
<td>60%</td>
</tr>
</tbody>
</table>

There are six learning strategies and the data showed that almost all the students used more than a half of the strategies in total. Nonetheless, the researcher will elaborate extensively only metacognitive strategies in order to answer the research question of this study: "What are writing strategies that students mostly used that contribute to be successful in Academic Writing course?". Metacognitive strategies have been selected as the focus of the analysis because it is the strategies that participants mostly used to reach success in Academic Writing course.

**Metacognitive Strategies**

In this study, there are eight strategies in metacognitive strategies. The results of interviews showed that in average, the participants used six out of eight items in the metacognitive strategies. The graphic illustration of the results is presented on Figure 1.
According to the data presented on Figure 1, there are five out of eight strategies in metacognitive strategies which reached the strategies mostly used by the participants. The results demonstrated that all the participants used four strategies
while writing in Academic Writing course, it indicates that those four strategies reached 10 frequencies of usage each.

The five strategies which reached the highest usage in metacognitive strategies are planning out first what I want to write, planning out text organization as I write, paying attention to aspects such as the statements, topic sentence, etc., brainstorming many ideas first before start writing my task, paying attention to aspects (thesis statements, topic sentence, supporting details, etc.), and reading my own writing to check if it is easy to follow for the reader. The other frequently used strategies are studying some samples of writing first before I start writing my task (9 participants), knowing the characteristic of good essays (5 participants), and preparing a list of useful keywords or vocabulary items (2 participants).

Thus, the researcher will describe eight strategies in metacognitive strategies according to the results more specifically. The description of each strategy will be presented in sequence according to Figure 1. There will be excerpts taken from the interviews’ results to support each strategy’s item.

Planning out what to write

The results indicated that all participants were planning out first what they wanted to write in the Academic Writing course. When participants planned what to write, they actually needed to decide first which side that they wanted to stand on. Related to this case, participant 2 explained that they were asked to determine their stand before started to write anything (Excerpt 2). The following are some excerpts of their responses toward this strategy’s item;
Excerpt 1.
The first step that I did was by following the lecturer's direction, it was to plan an outline. (Participant 1)

Excerpt 2.
The first step was making an outline. But, before making the outline we actually needed to decide which side we wanted to stand on. (Participant 2)

Excerpt 3.
I planned an outline, then, it was being even more developed by doing consultation with the lecturer. (Participant 3)

The results show that all or ten participants were planning out first before they started to write. In the findings, most participants explained that the step of this strategy was under the instruction of the lecturers (Excerpt 1). The findings indicated that all lecturers in every class encouraged all the participants to do planning out first before writing by constructing an outline. In Excerpt 3, participant 3 stated that the outline made by the participants was, then, being revised by the lecturers in several consultation sessions provided by the lecturers. In this situation, lecturers were committing an important role to guide participants to set everything up before they started their writing and help them to revise the outline in order to make their writing more structured and organized. It is also supported by the participants’ answers in the interview session who stated their planning was developed by the lecturer by doing some consultations.

A slightly different result found in a study by Goctu’ (2017) which indicated that, eventually, 14 out of 20 (70%) participants actively involved in planning before writing. He initially found that only 4 out of 20 participants who applied this strategy, and those 4 participants are seen that they are more successful in writing compared to
others. The result supports this study since this study is observing participants who passed Academic Writing course.

Planning out the text organization

This strategy was also committed by all the participants. The participants’ answers in the interview sessions indicated that planning out text organization played an important role in giving them images about what they would write wholly. The following are the excerpts taken from the interview sessions;

Excerpt 4
By planning out text organization, I could check whether it had been in the good structure or not, it had been in the good order or not. (Participant 4)

Excerpt 5
Yes, I did plan out text organization and I found it was important to give me ideas regarding to what I would be talking about in every single paragraph. (Participant 7)

Most participants indicated the importance of planning out text organization was to check the structure and the order of her writing. This strategy led participants’ into more structured and well organized writing. Some participants also noticed the importance of this strategy that facilitated them in giving ideas about what they would talk about in every single paragraph, as mentioned by participant 7 in Excerpt 5.

The participants’ responses toward the effectiveness of planning out text organization indicated that it was a significant strategy in metacognitive strategies which helped them a lot in the academic writing. Planning out text organization helped the participants to see whether their ideas to write an academic writing
connected to each other or not, what order of ideas works best, or whether the students had sufficient evidence to support each of points the students made. This strategy also helped participants to organize their ideas coherently because they had recognized what they would talk about in every single paragraph eventually.

*Preparing a list of useful keywords or vocabulary items*

This strategy is the least used strategies committed by the participants. There are only two participants who did the strategy while they were about to write their academic writing. The following are some excerpts from the interview session:

Excerpt 6

I took some proper words in the journals I read before started to write to convey what I want to say or what I mean in certain paragraph. (Participant 1)

Excerpt 7

It was not actually a word, but words. So, I took some phrases or sentences from journals I read before writing for me to use later on in my essay. (Participant 4)

The findings showed that this strategy was the least used strategy in metacognitive strategies. There are only two participants, participant 1 and participant 4 who were using this strategy in the academic writing process. Among those two participants, only participant 1 who specifically prepared keywords before started to write, while participant 4 prepared phrases or even sentences.

Excerpt 6 shows that participant 1 selected some words from the journal she read before writing to help her in conveying what she wanted to say or what she actually meant in certain paragraph. Instead of taking words from the journals that
participants read before started to write, participant 4 even picked some phrases or sentences to be used in the writing process (Excerpt 11).

The findings show that basically, words or phrases being prepared by the participants were taken from journals or articles they read before writing. This means that participants should have known about what they would talk about or the specific topic they stand on to do this strategy. Thus, by looking at the result shown, this strategy is the least used strategy in metacognitive strategies. It could be directed that most participants had not decided their stand when they read their journals. The act led to participants’ uncertainty to prepare words they would use in their academic writing because they did not even know what they would discuss later in the writing. Low percentage of use was also found in Mohite’s (2014) study which indicated that this strategy was only used by 38% of its participants.

_Brainstorming many ideas before writing_

This strategy was used by all ten participants of this study. The use of this strategy’s item is also one strategy that the lecturers facilitated the participants to use. The following excerpts are taken from the participants’ responses in the interview sessions;

Excerpt 8
The lecturer gave ideas provided in journals and it encouraged me to find the stand that relevance to our own idea. For example, if we stand on A, we could filter ideas about A by reading many ideas given by the lecturers. (Participant 2)
Excerpt 9
The lecturer gave ideas by providing journals and I was also given a book by the lecturer. Those were very helpful for my writing and allowed me to absorb many things when I started to write (Participant 9).

The findings show that all students in Academic Writing course were given by lecturers some journals before they start writing. In Excerpt 8, participant 2 elaborated that the journals were beneficial to give ideas and encourage students to decide what they would stand on by analyzing each of the journal.

Participant 9, in Excerpt 9, claimed that the journals given by the lecturer were very beneficial for the writing process and they also gave many ideas before the participant started to write.

In this case, again, the lecturers’ role significantly gave the participants encouragement to help them decide their stand by giving many ideas before the participants started to write. The results indicate that the lecturers’ act successfully led the participants in deciding their stand of academic writing. This even gave the participants many things before they started to write. ‘Many things’ as mentioned by a participant might refer to ideas, arguments, thoughts, insights, new vocabulary, acknowledging good academic writings, etc.

In Razi’s study, it is also found that this strategy was also used by more than a half of its 250 participants.
Studying some samples of writing first before starting to write

There were nine out of ten students who did study samples of writing before they started to write their essay. The following are some excerpts taken from the students' responses in the interview:

Excerpt 10
By reading journals, I felt like it became easier to write on my essay, because I was kind of learning unconsciously about new vocabularies and my mind was opened because I discovered many writers' ideas. It also might strengthen my opinions in the essay if I found writers with the same thought as mine. (Participant 2)

Excerpt 11
I obtained so many inputs and a lot of writers' perspectives by reading journals before writing. I used them to compare to my essay later on when I was in writing process. (Participant 5)

Besides brainstorming ideas by reading journals provided by the lecturers, nine out of ten participants were trying to find more samples of writing by finding other journals. This strategy is seen by the participants as one of important strategies in academic writing. As showed in Excerpt 10, participant 2 claimed that reading samples of writing allowed the participant to unconsciously learn about new vocabularies and also to discover many ideas from many writers. The thoughts found in those samples of writing could be used to strengthen participants’ opinion in their academic writing. Those acts made the participant feel that it became easier to write on the essay.

Studying some samples before started to write, as mentioned in Excerpt 11 by participant 5, also gave the participants many inputs and provided them a lot of
writers’ perspectives. Participant 5 used the perspectives to compare it to her academic writing.

Paying attention to aspects such as thesis statement, topic sentence, supporting details, etc.

According to the result, all ten participants were using the strategy to work on their essay writing. The following excerpts were delivered by the participants in the interview sessions;

Excerpt 12
Those are very important in writing academic essay. Thesis statement is to start the writing in a paragraph. Thesis statement gives the reader image about what is the main discussion in a paragraph by reading the thesis statement. It is also useful for us, ourselves, as the writer to guide what should we write in certain paragraphs. (Participant 4)

Excerpt 13
Those are all important aspects in writing. We could make our writing become more organized, structured, having good diction by planning those important aspects in the beginning of our writing. (Participant 9)

The excerpts of this strategy seemed similar to planning out first what they want to write strategy. The factor might be thesis statements, topic sentence, and supporting details were included in the outline that the participants planned before started the academic writing.

As showed in Excerpt 12, participant 4 viewed that thesis statements, topic sentence and supporting details are very important in academic writing. Thesis statement helped the participant as a writer in guiding her about what she supposed to
write in certain paragraph. Thesis statement also functions to give the readers image about the main discussion of certain paragraph of academic writing.

Participant 9, in Excerpt 13, also mentioned that thesis statement, topic sentence, supporting details, etc. are all important for writing. By constructing those important aspects before started to write academic writing could lead to more organized and structured writing.

*Knowing the characteristic of good essays*

There were five participants who knew about the characteristic of good essay before they started writing essay in Academic Writing course. The following are some excerpts from their responses in the interview;

Excerpt 14
A good essay should be easy to follow by the readers, have clear thesis statements, have a good flow, and the arguments are connected one to another. (Participant 1)

Excerpt 15
Good essay has topic sentence and is not going around the bush. Essay, in this context is an academic essay, so it should not be prolix. It also has thesis statements and consists of 3-5 paragraphs. (Participant 4)

Excerpt 16
A good essay should be clear about what is being discussed in the writing. It does not have too many repeated word, it has good choice of idea and contents to avoid the readers' boredom, its sentences are easy to follow by the reader, and the last is it should have an interesting introduction to attract the reader to keep reading the essay. (Participant 9)

Knowing the characteristic of a good essay is one of efficient strategies to write a proper essay in academic writing. In the interview sessions, the participants
highlighted many characteristic of a good essay. By acknowledging the characteristic of a good essay, students might realize about what they should and should not do on writing an essay in academic writing course.

In Excerpt 14, participant 1 stated that a good essay should be easy to follow for the readers, have clear thesis statements, have a good flow and have connected arguments one to others. Added by another participant, a good essay should have good grammar and diction.

There are two participants who were talking about the effectiveness of a good essay; participant 4 and participant 10. Participant 4 assumed that a good essay is not going the bush and not prolix (Excerpt 15). It also should have thesis statement and contained 3-5 paragraphs.

In Excerpt 16, participant 9 also described more specifically of a good essay's characteristics. She said that a good essay should be clear about what it is being discussed. A good essay also should have good choice of ideas and contents to avoid readers’ boredom. The participant also stated that a good essay should have good arrangement of its sentences. It might be about conjunctions’ usage and the synchronization of one sentence to the others. She also added that to attract readers' desire to read the writing, essay should have an interesting introduction.

The acknowledgement of a good essay before they started to write led the participants to be able to recognize about what they should and should not do in the academic writing process. This strategy also helped the students in constructing their writing well. A similar result was found in Penuelas’ (2012) study which found out
that this strategy was used 77.36% of its participants who obtained an A grade in writing.

*Reading essay writing to check if it is easy to follow by the readers*

The result shows that all the ten participants did read their own writing to check whether their writing was easy to follow by the readers. The following are the excerpts taken from the interview:

**Excerpt 17**
Yes. In some occasion I read the whole essay. I usually re-read my writing every time I finished one paragraph, but when I have done writing the whole essay, I re-read it all. I positioned myself as the readers and tried to feel whether the reader would understand or not, whether it is easy to understand or not. (Participant 4)

**Excerpt 18**
Yes, when I have finished writing the essay, I re-read the essay and considered whether the words I used were easy to understand or not. It is because, if the word choice had too many difficult words, it might cause readers' laziness to continue reading the essay. (Participant 7)

**Excerpt 19**
Yes. It is to make sure it is easy to be read by the readers. It is also to check any mistakes I did in the writing process. (Participant 9)

All participants committed this strategy and see this strategy as an important strategy. As showed in Excerpt 17, participant 4 positioned herself to be her writing’s reader and tried to feel whether her writing was understandable or not. She usually re-read her writing every time she finished one paragraph and read the whole writing when she finished it.

A different appliance of this strategy was done by a participant. In Excerpt 18, participant 7 re-read the writing after she finished the essay. She re-read her own writing to
consider whether the words she used were easy to understand or not. She assumed that if she used too many difficult words, it could lead to readers' lack of desire to continue to read the essay. The strategy was also useful to check the participant's mistakes in the writing process.

A similar study which discovered the same result was conducted by Penuelas (2012) which found out that metacognitive strategies were the most significantly used strategies among 231 American students in writing. Penuelas found a linear relationship between frequency of strategy use and grade in English writing. This means that the higher frequency of strategy used by the students, the higher their grade in English writing. Since this study is observing about students who obtained an A grade in academic writing course, Penuelas’ finding is strongly supporting the research question this study is trying to answer.

The result of this study is also supported by a study conducted by Razi which found that students who have the highest grades in English used metacognitive strategies and they were aware of the use of it. In Smith et al. (2007) and Conner's (2007) study, it is found that students' grades who used metacognitive strategies in writing. It could be indicated that appropriate use of metacognitive strategies does increase achievement for students in writing.

**CONCLUSION**

This study aimed to discover students’ mostly used learning strategies to be successful in Academic Writing course. The results showed that metacognitive strategies are the learning strategies which the students who were successful in Academic Writing
course mostly used in their academic writing experience. Metacognitive strategies were found as the mostly used strategies out of five other strategies this study proposed; cognitive strategies, memory strategies, compensation strategies, affective strategies, and social strategies. The data indicated that all items in metacognitive strategies successfully contributed to bring significant influence in students' Academic Writing results. The application of metacognitive strategies contributed a lot to keep the coherence of students' writing. It could also be seen that metacognitive strategies encouraged students to learn new knowledge and try to apply it in their writing, whether consciously or unconsciously. Briefly, using metacognitive strategies facilitated students to try out new knowledge.

To be further, this study is expected to be able to give significant impact to students who are about to take Academic Writing course in using learning strategies and increase the chance to gain satisfying Academic Writing’s result eventually. Metacognitive strategies as the result of the most used learning strategies applied by successful students in Academic Writing course, is hoped that it could be used by students who are about to take Academic Writing course and could lead them to more effective learning strategies and satisfying results. Lecturers play significant role to direct the students to use the result of this study as their learning strategies in academic writing’s process. The lecturers could encourage the students to plan out first what they wanted to write, plan out text organization before they start to write, prepare useful keywords, brainstorm many ideas before they write, study samples before they write, pay attention to important aspects in
academic writing, recognize the characteristic of good essays and check students’ own writing to follow for the reader.

Nevertheless, this study still has limitations since its data collection was being done six months after the Academic Writing course ended. It was admitted by several students, as the participants, that they did not wholly remember about their academic writing process. This could lead to a slight of inaccurate data gained from several participants and be an essential note for the subsequent similar research to consider about the rate of time when collecting the data. This study could further be extended to analyze about the relationship between all grades gained by the students who have taken Academic Writing and the frequency of strategy used by them. The study would lead to more varied and specified data about learning strategies used by students in Academic Writing course. To be even broader, since this study is expected to bring constructive impacts to students who would take Academic Writing course, further research could also put focus on those who gained unsatisfying results in Academic Writing course by analyzing related factors such as students' anxiety, students' motivation, and grammatical problems.
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APPENDIX A

INTERVIEW

This interview aims to investigate your learning strategies in academic writing class. The interview will take approximately 10-15 minutes and your participation and cooperation throughout the process is highly appreciated. All the information collected in this interview will remain confidential and will not affect your grade.

Cognitive strategies

1. Did you try out different ideas to find out what I want to say in my writing? Why?
2. Did you reread your writing frequently in an attempt to find out what you want to say?
3. Did you review previous sections of the text when you find a mismatch between my written text and the ideas you want to express?
4. Did you write different drafts of your composition? Why?
5. Did you read books or good writers’ compositions to improve your writing? Do you have any other benefits of doing it?
6. Did you move paragraphs around, compare it with your plan or outline in an attempt to organize your writing in a more coherent way?
7. If you got stuck in your writing, did you put aside your writing for a few days to reconsider your thoughts with a fresh mind?

Memory strategies

8. Did you relate your composition topic to your background knowledge? Could you please give examples?
9. Did you use new words in a sentence so that you can remember them?
10. Did you memorize new English words by writing them down several times?
11. Did you revise your old compositions so as not to forget the mistakes you made and how to solve them?

Compensation strategies

12. Did you use synonyms when you can’t find the word that you mean?
13. Did you use the dictionary to find out words that you don’t know how to express in English?
14. Did you make guesses when you can’t find the exact word that you need?
15. Did you always try to find more sources when you don’t have enough ideas to complete your composition?
16. Did you make short pauses while writing your composition to consider what you have written so far?

Metacognitive strategies

17. Did you plan out first what you want to write?
18. Did you plan out text organization as you write?
19. Did you prepare a list of useful keywords or vocabulary items?
20. Did you brainstorm many ideas first before you start a writing task?
21. Did you study some samples of writing first before you start writing your task?
22. Did you pay attention to aspects such as thesis statements, topic, etc.?
23. Did you know the characteristics of good essays? Could you please mention it?
24. Do you read your own writing to check if it is easy to follow for the reader?

Affective strategies

25. Did you reward yourself when you get a good grade in a composition? Why?
26. Did you motivate yourself to keep writing by saying “come on”, “go on”, “you can do it”?
27. Did you write a diary to write how you feel about your writing?
28. Did you try to overcome feelings of frustration, sadness, etc. when you writing is not as good as you would like to be?
29. Did you have confidence in your own capacity for writing?

Social strategies

30. Did you think sharing and discussing ideas with other students or teacher help you a lot in writing? How?
31. Did you read the teacher’s feedback on your previous assignment and follow the advice received in the new assignments?
32. Did you seek assistance when you have linguistic problems that you cannot solve or you ask another person to revise your composition?
33. Did you seek opportunities to improve my writing, such as writing frequently for other people (emails, chat, letters, and others)?
34. Did you compare your composition with do classmates’ compositions?
35. Did you give your writing to a friend or someone who is good at writing so that you have an opinion about your writing?