EXPLORING LEARNING STRATEGY OF HIGH ACHIEVER

STUDENTS IN WRITING CLASS

THESIS

Submitted by:

FITRIA YUWITA
NIM. 170203128

Student of Faculty of Education and Teacher Training
Department of English Language Education

FACULTY OF EDUCATION AND TEACHING TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM – BANDA ACEH

2022 M/1442 H

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Fitria Yuwita

NIM : 170203128

Tempat/Tanggal lahir : Banda Aceh, 29 Mei 1998

Alamat : Kp. Laksana, Kuta Alam, Banda Aceh

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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 Desember 2022

Saya yang membuat surat pernyataan,

METERAI
TEMPEL
93F67AJX930565020

FITRIA YUWITA
NIM.170203128

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THESIS

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by:

FITRIA YUWITA
170203128

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by :

Main Supervisor,

Co-Supervisor

Dr.phil. Saiful Akmal, M.A.
Date : 28 / Septw 2022

Siti Khasinah, S.Ag.,M.Pd.
Date : 28 / Sep / 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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Thursday,
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In Darussalam, Banda Aceh

Board Examiner,

Chairman,

Siti Khasinah, S.Ag., M.Pd.

Secretary,

Ika Kana Trisnawati, M.Ed.

Member,

Rita Hermida, S.Pd.I., M.Pd.

Member,

Rahmi, S.Pd.I., M.TESOL.

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

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Afrah. Thanks to all of my friends who always encourage me. Then also thanks to all PBI 2017,2018, 2019 friends, Thank you for memories we created together. Thank you all for the support, care and warmth.
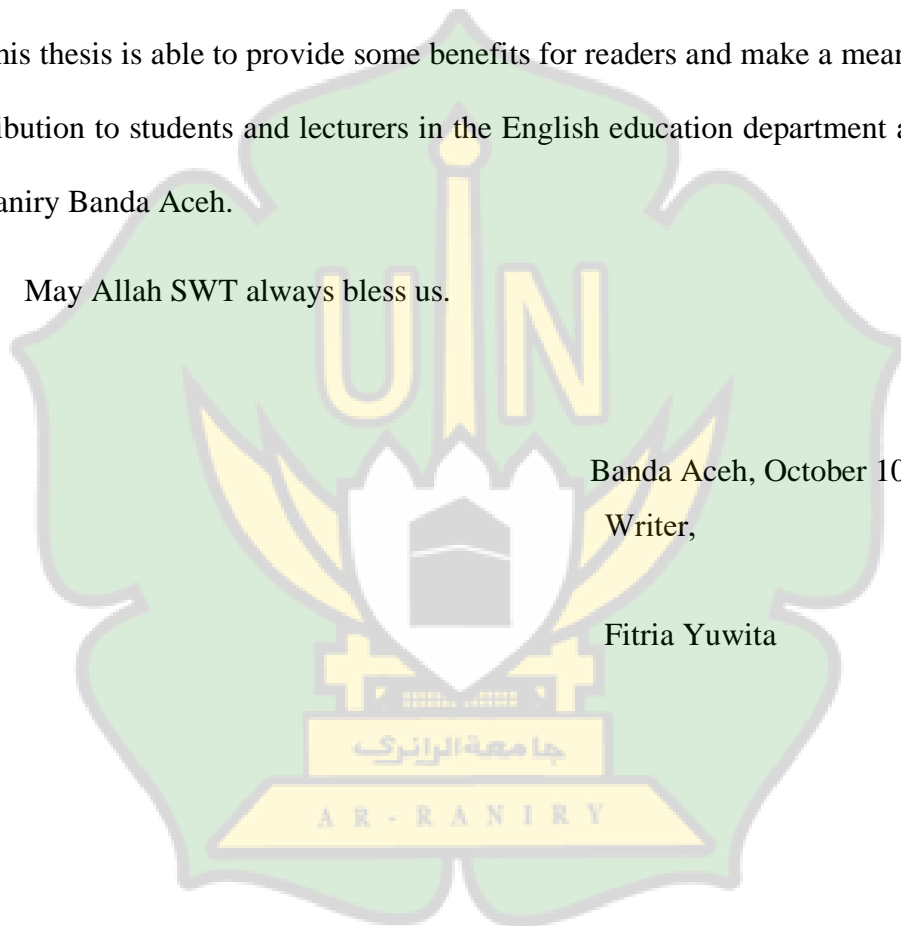
Finally, I realize that this thesis is still far from perfect. Still need ideas that build and support the improvement of any shortcomings. However, I hope that this thesis is able to provide some benefits for readers and make a meaningful contribution to students and lecturers in the English education department at UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

Banda Aceh, October 10th,2022
Writer,

Fitria Yuwita

ABSTRACT

This study aims to determine the types of strategies used by students who had high score in writing class and the reasons students used these types of strategies. The sample of this study was ten students of the English Department of UIN Ar-Raniry who got the highest score (A) in the writing class. This qualitative research used purposive sampling to obtain data through interviews. The results showed that there were two types of strategies used by students who had high score in writing class, namely direct strategies and indirect strategies. Students used this strategy because it was easy and convenient to apply while writing. Another reason is that the strategy was effective in helping students improve their writing skills.

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CHAPTER I

INTRODUCTION

The first chapter presents several points for introducing the thesis. This chapter consists of background, problem formulation, research objectives, research significance, explanation of terms, and writing organization.

A.   Background of Study

Currently, English, the world's most widely spoken language, is taught comprehensively by applying the four basic language skills of listening, speaking, reading, and writing from theory to practice (Akmal, 2015). Writing is one of the most critical aspects of daily life socialization and communication activities. 75% of the world's population communicates in writing, 80% in information delivered via computers, and 90% of written content on the internet. All types of writing mentioned above are more than 70% written in English. The majority of current writing is in electronic form, including email, SMS, WhatsApp, Instagram, Facebook, and other social media, which is currently increasing in population (Supiani, 2012).

Writing is one of the skills possessed by a person to communicate where the ability is not obtained naturally. Writing is one of the communication skills used in written form. Writing is usually taught in the first language, which is written in the form of a word arrangement to conclude an expression of the

author's thoughts. There are two ways of conveying a thought in the rice line, namely in verbal and written form. Writing is an art of communication that is conveyed through letters, words, ideas, and media through mental and thought processes so that an idea is created (Uusen, 2009).

Writing has a critical role for those who want to communicate their knowledge, such as answering exams, writing papers, and making applications to apply for a job. From this statement, writing is interpreted as a skill that must be learned, especially in English writing, especially for academic reasons. For those who are majoring in English, writing is a skill that must be possessed by every English student, especially those who are in the final semester and will write their final project in the form of academic writing, namely thesis writing (Rahmawati, 2009).

Most students think that writing is a challenging skill to master. The difficulties faced when writing is caused by various factors such as lack of vocabulary, lack of understanding of grammar, lack of motivation, and self-confidence in writing. Writing is considered a difficult skill to master for native and non-native speakers of that Language. Writing requires someone to clearly understand the content, the purpose of writing, the intended audience, and vocabulary and mechanics related to punctuation, spelling, and capitalization (Rass, 2001).

Therefore, the strategies used in the learning process have a considerable impact, which impacts reducing difficulties in the learning process. Learning strategies allow students to express their ways to learn independently recognize

themselves and their abilities. English students who are aware of what steps to take to improve their skills will get better achievements than those who do not master strategies that are suitable for themselves (Aderson, 2003).

Language learning strategies are conscious processes carried out through memory and use an application continuously. Therefore, each student may use a different strategy in improving their writing skills. This is because each student has difficulties understanding the method, they take in learning writing skills (Gestanti, 2017).

Learning strategy is a term used which refers to the techniques and tactics used in the learning process and practice of language activities (Hardan, 2013). Learning strategies provide various conveniences in learning and can help students understand the material being studied and its application in language. Learning strategies are specific actions a student takes to make the learning process easier, faster, more practical, and easier to transfer into new situations (Deneme, 2008).

Learning strategies are divided into two major classes, namely direct and indirect. Both are subdivided into six sub-chapters of groups, namely memory, cognitive, compensation, metacognitive, affective, and social (Deneme, 2008). Language learning directly involves the target language in which learning requires mental language processing, which involves three sub-chapters of groups: memory, cognitive, and compensation. Memory strategies help students retain and capture new information. In cognitive strategies, students can understand and produce new languages in various ways. On the other hand, the compensation

strategy allows students to use the language even though some gaps are related to their knowledge.

In addition to direct strategies, indirect strategies function to support the language learning process. According to the strategy, indirect learning is divided into several parts, namely metacognitive, affective, and social. Metacognitive strategies allow students to regulate emotions build motivation and character. Social strategies help students to be able to interact with other people. Indirect strategies support the learning process in order to improve and maximize student achievement.

Based on the recap of essay writing class grades for even semester 2021/2022 in the UIN Ar-Raniry English education study program, it was found that there was a big gap between students with the highest grades and average grades in the class. The majority of students get B grades and the rest on new C grades than in A- and A grades. From this data, it can be concluded that most students' ability to write is in the lower-middle position. Only about 25% of students get A- and A grades. This problem is significant and deserves to be understood further. What strategies are applied by students with higher grades than those in the average class position and even low grades in essay writing classes?

Based on some of the reasons and theories above, this research focused on the strategies used by students in improving the quality of writing and high achievement in writing class. This study focused on knowing the types of

strategies that students who got the highest scores in the writing class, especially those who completed the essay writing class in 2021/2022.

B.   Research Question

Based on the research background mentioned above, this research focuses on answering research questions:

1. What types of strategies are used by students who earn higher writing achievement?

2. Why high achiever students used those strategies in writing class?

C.   Aims of the Research

1. This study aims to find out what kinds of strategies are applied by students who get high achievement in writing class.

2. This study aims to determine why high achiever students use those strategies.

D.   Significance of the Research

1. For Students

This study determined the types of strategies used by students with high scores in the writing class. The focus of this research is to see what types of strategies students use to get high writing scores and whether the strategies used are effective in helping students improve their writing skills and understanding of writing.

2. For Teachers

   The results of this study are expected to provide ideas for teachers to emphasize several strategies in writing, including tips and tricks to make it easier for teachers to teach students to improve their writing skills. Ideal and proper writing strategies are expected to increase students' interest and motivation in writing class. Therefore, the level of success achieved by teachers in teaching writing classes can increase. This is reflected in the increasing ability of students in writing.

3. For Other Researchers

   The researcher hopes that this research can be helpful for future researchers who are trying to find references for the same case study. However, I believe that this research is still far from perfect. Therefore I hope that future researchers can fill in the gaps in this research.

E. Terminologies

   In order to avoid misinterpretation, the researcher wants to clarify three things that need deeper focus and more detailed understanding. Guiding to the title of this thesis and its contents, these three points:

1. Learning Strategy

Oxford (1989) represents language learning strategies as continually conscious behavioral measures employed by language learners to improve the acquisition, storage, retention, memory, and use of new information. Student learning strategy

is how someone organizes and uses specific talents to learn content or other tasks more effectively and efficiently at school and in non-academic circumstances.

2. Learning Achievement

Learning achievement is a person's result in mastering the knowledge and skills developed in lessons, usually indicated by numerical scores from tests given by the teacher (Asmara, 2009). Student learning achievement is students' level of success in studying subject matter at school or university, which is expressed in scores obtained from test results on the specific subject matter. The researcher focused on students who scored above the average in this study. The researcher focused on students who get an A grade or a score over 90.

3. High achiever students

High Achievers are those who achieve goals. A high achiever is a student who gets high marks and good grades in school (Bainbridge, 2015). Referring to the rating scale with the highest score weighing 4 or denoted by A, the researcher clarifies that the student who gets an A grade or equal to 4 is the student in question.

4. Writing Class

Writing class is a class where writing is used as the main way of learning and evaluating student performance. Students in this course are expected to write regularly, and their grades this course are linked to the quality and content of their written work (William, 2015). In this research, the researcher focuses on essay writing class. The researcher chose this class to find out more about the types of strategies used by students because this class provides much material on how to

write and tips and tricks for writing well. This class was researched to get a different view of how students learn to apply the knowledge gained in class to their writing.

CHAPTER II

LITERATURE REVIEW

This chapter contains the theoretical basis that is relevant to the research. This chapter describes the theories used to analyse the research findings. This chapter consists of syntactic theory, lexical categories, non-lexical categories, syntactic structures, and word meanings.

A.   Writing

1. The Definition of Writing

Writing is an activity or process to express ideas or opinions. The need to write in English has become basic in today's global network as it allows subjects from various societies to convey through letters, messages, business reports, web pages, etc (Gaviria, 2016). Writing is also understood as an effort made to present the concept of the ideas owned by the author and arranged in a systematic form.

Writing is a thought process. This requires conscious intellectual effort, which usually has to be supported over a long period (Elsalahat, 2014). Writing is considered an attempt to create an active text that involves hand skills, including punctuation, spelling, and thought, arranged using words and good language arrangement in expressing it. Writing is a concept of a thought process that demands intellectual insight related to ideas, plans, goals, and evaluation of the written material. The writing process itself does not escape the use of good and correct language to express the right meaning for the readers (Hammad, 2013).

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This means that in writing, several stages must be passed by a writer so that the message and the intended purpose are conveyed as desired.

Based on some of the explanations above, it can be concluded that writing is an attempt to express thoughts, feelings, or ideas in written form by considering good and correct aspects of writing and language.

2. The Importance of Writing

Writing is an essential skill to be mastered by students because writing skills help students think critically. The writing skill is very effective in increasing the value of communication and achievement in terms of academics and social life. Apart from being an important aspect in the education component, writing is also a very influential aspect in the social life of students as needed in the world of work. Students who learn to write will know how to write things effectively and express their ideas and thoughts to others in a written form that is clear and easy to understand. Harmer (2003) mentions some very important points about learning writing. Some of the important points include:

a. Writing is often not bound by time, as is true when having a conversation. This means that it takes more time to write than to speak. Thus students have more time to think about the words they want to use and the right way to express their ideas. Students also have a longer time to examine the composition of the language that rules of the language bind (Harmer, 2003).

b. Writing encourages students to focus on using accurate language and on target. This makes students think more and triggers better intellectual development in solving problems to express their ideas (Harmer, 2003).

c. Writing is a means to strengthen mastery of the language learned. The teacher uses writing skills to determine the level of grammar mastery that students have mastered (Harmer, 2003).

d. Writing often has a bigger role than one can imagine, such as strengthening knowledge in practicing the language, acting, and speaking skills (Harmer, 2003).

In conclusion, writing encourages students to focus on using accurate and on the target language. Writing makes students think more and triggers better intellectual development in solving problems to express their ideas. Writing is a means to strengthen the mastery of the language studied. Writing often has a more significant role than imagined, such as strengthening knowledge in practicing a language, acting, and speaking skills.

3. Writing Process

Writing is a series of activities carried out to make a text that is appropriate and can be understood by all readers. The process of writing is not only a series of paths through which to tell a story but also a way to explore and develop certain ideas and topics—writing good and clear text results in communicating ideas, feelings, and emotions. It takes some effort and action. The efforts refer to certain actions and behaviours carried out by students in language learning. Gaith (as cited in Dhakal, 2010) defines writing as a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete.

Language learning behaviour carried out in writing is considered a strategy. The strategy in question is an activity about what students do, how they manage and know, and what aspects are learned in language learning, especially in learning a second language and a foreign language. Individual differences and cognitive styles have been found to influence the way the writing process occurs, both in conventional learning and mixed learning environments (Stanley, 2015).

The writing process is the process of writing text into good paragraphs. In teaching writing, the teacher must comprehend the procedure of creating a good paragraph before students learn. It teaches several features, such as grammar, mechanics, organization, and vocabulary. There are four steps in the writing process: planning, drafting, editing, and final version (Harmer, 2007; Sinaga, 2017).

a. Planning

Planning is a stage where the writer selects and sorts ideas for writing, considering the purpose and audience that will influence the choice of genre and organization (Christie, 2016). Planning is the initial stage where students organize and think about the placement of their information. This stage helps students find and generate various ideas through brainstorming, topic analysis, and planning about the desired writing.

Brainstorming allows students to approach topics with an open mind to develop ideas freely. Freewriting is designed to help students express every idea they have without realizing it. They plan the desired writing, have discussions to exchange ideas, and freely write various ideas in different ways

to start writing. The planning stage is important where students or writers make written guidelines and references about the ideas they want to discuss. This stage is where students first think about the content of their writing and the purpose of their writing. The planning stage is a very effective means of checking sentences and words that match the topic you want to write about (Sinaga, 2017).

Planning is the initial activity where the writer plans what will be written and decides what will be disclosed, including detailed notes. The planning process can be more exciting or features more complex. The questions concerned in practical planning influence texts: Who is the audience? What is the writer's role towards the audience, insiders or outsiders? What is the paper's purpose; what is or what to do? What is the paper's objective; that is? Why write it? What kind of association is the most suitable? Which writing convention will govern the text? Does the paper require research? If so, how many and what kind? (Williams, 2003).

b. Drafting

After getting various ideas, the drafting stage began. In preparing writing, students must arrange what they want to write. Usually, at this stage, students use the original language first and then translate it into the language they want to write or, in this case, into English. English has several problems that students may face. The problems that may occur are related to the rules of language and writing, spelling, proper vocabulary, and the alignment of sentences. At this drafting stage, students usually share the results of their

writing with their friends or teachers to get feedback to correct mistakes that might be made when writing (Harmer, 2007).

Drafting is the stage where the writer begins to write, pouring out his ideas and supporting details in the form of a draft. The most important thing here is to write down the words on paper—no need to worry about correctness, grammar, conventions, organization, spelling, etc. Just write what we have in the pre-writing stage. At the drafting stage, Kristin (2011) explained several strategies that the author can use in the first draft stage. 1) Use writing space. It is essential to see what we have written and what changes we have made. 2) Get started. Getting started helps writers get started with their work. This stage also guides us to make beginner sentences; sometimes, getting beginner sentences is difficult. 3) Continue. It is good to encourage writers to stick with their projects until the end of the first draft. The important thing at this stage is to put the idea on paper.

c. Editing or Revising

After receiving feedback or input from other parties regarding matters that must be corrected in writing, the revision process is carried out. Students who do not get feedback on their writing from others usually try to reread it and make some changes they want to make. Usually, writing written at different times will generate different ideas, so it is highly recommended that students reread their writings and improve them regularly. All good writers reread, reread and rewrite and revise their writings several times until they become clear and easily understood. In this revision process, students re-examine what

they wrote and try to understand whether the message they want to convey has been conveyed correctly and precisely. At this stage, the flow is usually in the form of rereading, rearranging, adding, and making substance to clarify the writing (Sinaga, 2013).

Editing is the third step where the author reads what they have written and checks where it worked and what did not. Revisions are the most common re-examination of your essay. In this step, the writer can include additions, deletions, or changes in the sentence structure. Editing is usually assisted by readers, teachers, and other friends. Editing requires an introduction to grammar, syntax, and language mechanics issues. In editing, there is usually a rubric or manual to identify errors. Editing can be done alone or by peers. According to Riyanti (2015), guiding students to see the relationship between their work and practice creates unambiguous communication in the editing process. Compared to other stages, editing takes a lot of time, knowledge, experience and commitment to become a good editor.

d. Final Version

In the final version, the writers make the necessary changes and produce their last version. Besides that, there are considerable other things to be evaluated in order to be good at writing, such as grammar, phrases in use, punctuation.

4. Aspect of Writing

Several elements must be considered in writing, namely content, the vocabulary used, language use and rules, and mechanisms in writing (Weigle, 2002). Each element of writing has its qualifications. There are qualifications in

an article: a) Content is defined as the material being discussed with its composition in the form of topics, explanations, discussions, and the essence of the main topic being discussed. b) Organization in writing means arranging the text that wants to convey correctly. c) Vocabulary is related to the ability possessed by a person to use and choose the suitable composition of words and variations that are rich in meaning. d) Language use is related to construction and composition, the structure of the components of a language used in a text, such as the grammatical rules that apply and the complexity of the sentences written. e) Mechanics relates to punctuation, spelling, capitalization used, and the type of handwriting, whether it is clear enough to be read or not read well.

Another knowledge believed to predict writing quality is system knowledge or metalinguistic. This knowledge refers to the rules in writing academic texts related to vocabulary, grammar, and mechanics in writing (Hyland, 2003). These three components are considered necessary in the preparation. Each written assessment rubric contains the characteristics of a written assessment, either by using the holistic assessment method (ETS, 2019) or by using the analytical assessment method (Oshima & Hogue, 2007). Alderson (2005) found a strong positive correlation between vocabulary knowledge and language skills also writing significantly affected vocabulary knowledge. In line with Anderson, a direct relationship was found between vocabulary knowledge and students' writing quality (Johnson, 2016). The quality of writing is also determined by grammatical knowledge because ideas or messages cannot be expressed in single words; instead, they should be cast in grammatical sentences that show the

relationship between constituent clauses containing single words (Scoonen, 2003). Students' syntactic knowledge (Beers & Nagy, 2009), certain grammatical structures in the form of tenses (Javidnia & Mahmoodi, 2015), error correction and language analysis skills, Grammar Judgment Tests (GJTs), and explanations of sentences that are not grammatical (Gutiérrez, 2012) positively correlated with writing quality. In addition, research by Gutiérrez (2012) reveals that knowledge of grammar is implicitly and explicitly related to the quality of writing. In addition, Talosa & Maguddayao (2018) found that L2 learners' syntax errors were significantly related to their year level and exposure to writing. Studies show that systems knowledge greatly contributes to writing quality.

The third aspect of knowledge about writing is content. It directs to a topic or theme students are asked to write about (Hyland, 2003). This is the main point for constructing a paragraph into a coherent idea. Content knowledge affects students in designing before writing. How well students comprehend the topic or theme of a writing assignment affects organizing and rephrasing ideas into text (Berry, 2001) and the quality of writing. He added that familiarity with topic knowledge affects students' cognition of revision during the writing process. Esmaeili (2000) and Berry (2001) found a positive correlation between content or topic and writing rate; if the issue is regular to students, their understanding of revising the draft increases.

The last two factors are genre and context, which are corresponding. Genre is a variety of texts based on their communicative purpose, namely context. In this case, the genre forms the context of the situation so that students as writers can

select the position (persona), audience, and objective before writing assignments (Devitt, 2004). In addition, genre forms a cultural context, referring to a rhetorical mindset. Many studies on L2 writing have explored the influence of genre knowledge on writing quality. The findings have proven genre knowledge as a predictor of writing quality. For example, Gillespie et al. (2013) found that students' knowledge of specific genre aspects positively affected the quality of their writing. Another study by Beers and Nagy (2011) focused on the grammatical structures used in specific texts and found that students' grammatical knowledge was positively correlated with the quality of their writing in different genres. In addition, MuñozLuna and Taillefer (2014) found a positive relationship between metalinguistic knowledge, genre awareness, and writing performance. This shows that high-scoring writers have higher knowledge of grammatical and discursive features, show better awareness of writing recursively, and manage their essays in clear paragraphs and sequential order than low-scoring authors.

In conclusion, several elements must be considered in writing, namely the content, the vocabulary used, the use and rules of language, and the mechanics of writing. Content is the material discussed. Organization in writing means properly structuring the text that want to convey. Vocabulary relates to a person's ability to use and choose the correct word composition. The use of language is related to the construction and composition, such as the grammatical. Mechanics deals with punctuation, spelling, use of capital letters, and the type of handwriting, whether it is clear enough to be read or not read well (Gutiérrez, 2012).

5. The Definition of Essay Writing

An essay is a few words that describe the writer's particular opinion on a particular subject that is trying to be judged. Although students can develop writing ideas, not many students can write essays well. Because the form of this writing is to express opinions about certain subjects and requires students to offer a detailed and deeper meaning of a subject. In other words, writing essays involves formal language (Hidayah, 2019). Oshima & Hogue (2006) stated that essays are writings that have several long paragraphs and are about one topic. Because essays are long, it is important to organize and plan before you start writing. One way is to outline.

An essay is a group of paragraphs written on a single topic and a central main idea. Essays must have at least three paragraphs. At the same time, an essay consisting of five paragraphs is an essay that is generally for academic writing. In writing an essay, three supporting paragraphs start with a sentence about the main topic about the content of the essay we want to write (Kasiri, 2016). An essay is defined as an activity that produces several paragraphs written on a single topic containing a thesis statement and supporting paragraphs that the reader quickly understands (Maki, 2004).

It can be concluded essay is a short piece of writing on a specific topic. The essay is usually written works written by students. Writing an essay itself is defined as an activity that produces words in an outline. Essay writing can also be interpreted as an activity to produce a short work in a written text quickly understood by the reader. The essay must have at least three paragraphs. In

comparison, an essay consisting of five paragraphs is an essay that is generally for academic writing. In writing an essay, three supporting paragraphs begin with a sentence about the main topic about the content of the essay we want to write.

6. Types of Essay Writing

An essay is a concentrated composition of writing designed to report or influence. There are many different essays, but they are often characterized into four categories. The four categories are Argumentative, expository, narrative, and descriptive essays. Argumentative and expository essays focus on giving information and explaining points. At the same time, narrative and descriptive essays are about exercising creativity and writing in an engaging way. At the university level, argumentative essays are the most familiar type (Caulfield, 2020).

a. Argumentative Essay

An argumentative essay presents an expanded evidence-based argument. This requires a strong thesis report—a clear view of the topic. The goal is to persuade readers of the thesis using evidence (such as citations) and analysis. An argumentative essay tests our ability to investigate and present our position on a topic. This is the most common type of essay at the university level— most papers we write will concern some argumentation. The essay is divided into an introduction, body, and conclusion. The introduction provides the topic and statement of our thesis. The body presents our evidence and arguments.

The conclusion summarizes our argument and emphasizes its importance (Caulfield, 2020).

b. Expository essays

An expository essay provides a clear and focused explanation of a topic. It does not require a genuine argument, just a balanced and well-organized view of the topic. An expository essay tests our familiarity with a topic and our ability to organize and convey information. It is usually assigned to high school or college-level exam questions. An expository essay introduction states our topic and provides general background, the body provides details, and the conclusion summarizes the information presented (Caulfield, 2020).

c. Narrative essays

A narrative essay is an essay that tells a story. It is usually a story about a personal experience, but it can also be an imaginative exploration of something we have not experienced. Narrative essays test our ability to construct narratives in an engaging and well-structured way. They are much more personal and creative than other types of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay. A narrative essay is not strictly divided into introduction, body, and conclusion. However, it should begin by preparing the narrative and end by revealing the gist of the story—what we learned from our experience or why it impressed us (Caulfield, 2020).

d. Descriptive essays

A descriptive essay provides a detailed sensory description of something. Like narrative essays, it allows us to be more creative than most academic writing, but they are more focused than narrative essays. We can describe a specific place or object rather than tell the whole story. Descriptive essays test our ability to use language creatively, making striking word choices to convey a memorable picture of what we are describing. A descriptive essay can be very loosely structured, although it should usually begin by introducing the object of our description and end by drawing the overall picture. The important thing is to use careful word choice and figurative language to create an original description of our object Caulfield, 2020).

B.   Writing Strategy

1. The Definition of Writing Strategy

Strategies are various ways to help and make it easier for someone to do something. Strategies are used to overcome problems encountered during learning. Second language or foreign language learning strategies are defined as actions taken by students to facilitate the learning process. Learning strategies speed things up, make them more effective, and make problem situations easier (Oxford, 2008). A strategy used in writing can be in the form of various questions that the author asks himself to facilitate and develop ideas in writing (Westwood, 2008). Strategy is a plan or a series of methods taken to achieve specific educational goals faster and easier (Sanjaya, 2006).

Writing strategy is thought about assembling and combining ideas and how to arrange the ideas that you have into good and correct sentences and paragraphs so that you eventually produce good writing. Good writing requires good knowledge in mastering grammar rules and good word processing skills (Hammad, 2014). From several interpretations of the writing strategy, it can be concluded that it is an attempt to follow the method and plan of writing an idea. These ideas are then compiled and assembled into good sentences to form a good paragraph.

2. The Classification of Writing Strategy

Several experts have developed theories related to the classification of writing strategies. The theories of writing strategy are adapted from the theory of learning strategies. The consideration for adapting the theory is that writing is a crucial part of learning for the Writing Strategy, which is used to develop students' knowledge and other skills such as reading, listening, and talking. Therefore, many researchers emphasize the theory of writing learning strategies (Gafoordeen, 2013).

Identification and classification of language learning strategies are used to analyse and discuss writing strategies. The classification consists of two main classes, direct strategies, and indirect strategies. The direct strategy is a strategy that is applied directly in dealing with a new language, while the indirect strategy is a strategy that supports and manages language learning without involving the target language directly (Chen, 2011).

Furthermore, the two strategy classes are divided into six categories (Chen, 2011). Direct strategies consist of memory strategies cognitive strategies. Moreover, compensation strategies and indirect strategies consist of metacognitive, affective, and social strategies. Further explanation will be explained below:

a. Direct strategies

    1) Memory strategies

Memory strategy is an aid to recall information into long-term memory and retrieve information when needed for written communication. Memory can be defined as a storehouse of accumulated knowledge about specific and general things. Then, the other meaning refers to the process of memorizing and remembering (Chen, 2011).

In memory strategy, the information obtained by students will be stored in the brain. This means that this strategy makes students store all information into long-term memory, and from each step or process in this strategy, students can bring information back to their consciousness (Chen, 2011).

    2) Cognitive strategy

Cognitive strategies help students understand and produce new language for more effective processing. In other words, it serves as a device for changing the target language information. This strategy helps

students in processing target language information effectively. For example, messages written by students can be captured by readers (Chen, 2011).

3) Compensation strategy

Compensation strategies help students to overcome knowledge gaps or limitations in learning. The students use compensatory strategies for target language comprehension when they do not know the target language. In this strategy, students can use their mother tongue whenever they find inadequate knowledge of the target language while writing English (Chen, 2011).

b. Indirect strategies

1) Metacognitive strategy

Metacognitive strategies go beyond cognitive mechanisms and refer to the methods used in managing the overall learning process. It helps students to plan language learning practically through planning, organizing, and evaluating (Chen, 2011).

2) Affective strategy

Affective strategy refers to students' internal strategies to manage their affective domain related to their writing process. The term effective is related to emotions, attitudes, and motivations. Affective strategies are related to students' interests and attitudes towards language learning. Factors such as emotions, attitudes, motivation, and values influence the

success or failure of language learning. Good students often know how to manage their emotions and attitudes. Negative feelings can hinder progress. However, positive emotions and attitudes can make learning more effective and enjoyable (Chen, 2011).

3) Social strategy

Social strategies help students work with others and understand the target culture and language. Students can apply the strategy of cooperating with others by doing and discussing things together in the target language. For more details, there are mental linkages in the memory strategy, review well, and the implementation of action strategy. This helps students retain and memorize important things heard in a new language to apply them in their writing (Chen, 2011).

In addition, there is repetition, recognition, and use of formula patterns, recombination, use of sources, and translation in cognitive strategies. They refer to the steps or operations used in writing or problem solving that require direct analysis, transformation, or synthesis of learning materials. The compensation strategy consists of choosing a topic, switching to the mother tongue, and using synonyms to help students use the new language for either understanding or production despite limited knowledge. Then metacognitive strategy means outside, in addition to cognitive. Metacognitive strategies are actions that go beyond purely cognitive design and provide a way for students to coordinate their learning processes in writing. Metacognitive strategies include goal

identification, organizing, and self-monitoring. Affective strategies refer to emotions, attitudes, motivations, and values. Affective strategies include reducing anxiety, keeping a language learning diary, and rewarding yourself. The last is social strategy. This strategy consists of asking for help and working with peers to deal with the writing content (Chen, 2011).

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3. The Advantages of Writing Strategy

The application of writing strategies provides several advantages. First, the writing strategy helps students think productively before writing because, in the first stage, students need to write down the rough ideas that will be generated later. The hope is that students will not lack ideas. Second, it makes it easier for students to sort their ideas logically, add relevant details, and impose structure on their texts. Students select ideas and arrange them in their texts from the collected ideas. Third, attract students to review and refine their drafts. After students finish writing, they will read the entire result. The writing and checked and made several revisions. In addition, students will be more aware of their specific problem areas when they are writing. Strategies for developing and formulating abstract ideas and using media or tools to assist pre-writing and successive tasks are essential issues (Lan, Hung & Hsu, 2011).

In short, writing strategies help students to generate ideas, order ideas in good lines, and check their writing to improve writing results.

C.   Learning Strategy and Writing Strategies

According to Maung (2014), four fundamental skills are necessary to understand and use English effectively: reading, speaking, listening, and writing. These skills can be divided into perceptive skills (listening and reading) and productive skills (writing and speaking). Sadiku (2015) highlights listening and speaking as interconnected skills essential for effective oral communication in real-life situations. Additionally, reading and writing are closely related skills necessary for effective communication.

Writing is a crucial language skill that allows individuals to communicate with each other by expressing ideas, opinions, and suggestions in written form. It is crucial for students because it helps them to think critically and express themselves clearly. Raoofi, Binande, and Rahmani (2017) emphasize the role of writing in developing and disseminating understanding in various disciplines. Writing is a crucial part of language learning and is considered a productive skill, as it requires language production. According to Kellogg and Raulerson (2007), writing is vital in education and the workplace. Sapkota (2012) notes that writing involves using graphic symbols to convey meaning and information to the reader. Defi (2018) explains that writing has an oral language foundation, but it also has distinct meaning, form, and function in written form.

Many students need help with learning how to write effectively. Abderraouf (2015) notes that writing can be challenging because it requires concentration, time, and attention. Some common problems students face include difficulty developing ideas, lack of motivation to read sources, and a limited

vocabulary. Defazio, Jones, Tennant, and Hook (2010) point out that students often need to correct the mistake of using abbreviations and informal language, and they may need help with punctuation, capitalization, spelling, and organization. Other challenges in learning to write include grammar, cognitive, and content-related issues. For example, students may need help with grammar, including using the correct tenses in sentences. Cognitive problems may involve a lack of mastery of language form and structure, while content issues may need help conveying ideas. To overcome these challenges, students need to find learning strategies that help them better understand the writing process.

Learning strategies are the processes that students use to learn a language. They are essential because they help students better understand their learning (Gerami & Baighlou, 2011). Learning strategies involve collecting, processing, retrieving, and using knowledge (Wasilewska, 2012). They are also the steps or plans students use to acquire, store, and effectively use information (Wasilewska, 2012). Hardan (2013) defines language learning strategies as the ways that students use to acquire knowledge.

Learning strategies are essential for learning English or any other language. These strategies are the processes and actions that learners use to help them learn the language. They can make learning more accessible and more effective for students. Golia (2018), Najafi, Sadighi, Bagheri, and Yarmohammadi (2017) found that learning strategies are particular ways of processing information that can improve students' understanding, learning, and retention of the information.

Learning strategies can be divided into two categories: direct and indirect. According to Golia (2018), direct strategies include memory, cognitive, and compensation strategies. Indirect strategies, on the other hand, include metacognitive strategies, practical strategies, and social strategies. Memory strategies refer to a student's ability to remember language, cognitive strategies focus on how they practice the language material they have learned, and compensation strategies involve problem-solving in the learning process. Metacognitive strategies involve organizing one's learning process, effective strategies focus on a student's feelings about learning, and social strategies involve interacting with others during the learning process.

D.   High Achiever Students

Terms such as "gifted" and "achiever" are used interchangeably in the literature to refer to children who do very well academically in school compared to their peers. It has been commented that the definitions of these terms overlap with each other (Ruban & Reis, 2006). The definition of talent is considered to follow a report by Marland (1972), United States Commissioner of Education, who defined talent as an individual "of exceptional ability, capable of high performance" in six areas consisting of general intelligence, academic performance, creativity, leadership ability, arts and crafts.

Appearance and performance as well as psychomotor abilities. In this definition, students with high academic ability would be classified as gifted, and many researchers have done so in their studies (Manning, 2006). Researcher used

the term high achiever to refer to students who stand out in their academic abilities (Kotinek at al., 2010). The overlap in definitions can be seen as gifted students may also be high achievers because having excellent academic performance is part of the gifted criteria. These two terms are not synonymous, but one or both of these terms can explain a student (Kotinek, 2010).

High achieving students get high grades and good grades. Usually, they are well organized in time management to tidy and do their job well. High achieving students tend to be well-behaved, adjust well to the classroom environment, and enthusiastically participate in class discussions (Carol, 2011). An effective way to identify outstanding students is with a strong GPA (average value). Students who average 90% or higher in their top six courses are high achievers (Dooley, Wright & De 2012).

There are several characteristics of high-achieving learners. They are categorized as attentive students who pay attention to the lesson. They are actively involved in discussions by generating progressive ideas, answering detailed questions, and responding to things with good interest and opinion. Then those who have achieved goals such as being the top in the group, understanding complex things, getting grades, and completing assignments on time. Also, outstanding students enjoy teaching their peers, enjoy the school environment and other good attitudes. To understand all these characteristics, the following is a table of characteristics of outstanding students (Kingore, 2004).

It can be concluded that students who get high achievement have scores above the average. Students with high achievement get their grades because of

more effort and more ability when compared to their other friends. Students who
get high achievement have different ways and strategies in learning and solving
problems encountered during the learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used in the research, which consists of research methods, data sources, data, data collection techniques, and data analysis techniques.

A. Research Design

Research design is a structure or plan for conducting research. The research design used follows the research topic. It can be qualitative, quantitative, or a mixture of qualitative and quantitative (Leavy, 2017). The researcher decided to use a qualitative method based on the existing research question. This is because the researcher wants to know more about a habit in the form of a strategy applied by several students who get high scores in the essay writing class. Qualitative research is usually used to establish the importance of a central idea and explore problems and develop small individual understandings of social problems. In conclusion, a qualitative approach explores phenomena to understand practices and behaviours in real social situations for small individual problems (Creswell, 2012).

Qualitative research comprises research strategies such as ethnography, grounded theory, narrative, phenomenological, and case study. Moreover, Creswell (2014) explains that Ethnography is the deep study of a cultural or social group in a natural setting sustainably. 1) Grounded theory is a theory that is

generated from data collection derived from communication grounded in the participants' point of view in a study; 2) Narrative research observes individuals' anecdotes, whether formed in written or spoken, and the obtained information will be transformed into narrative chronology; 3) Phenomenology is a description of individuals' experiences about a particular activity: 4) Case study construes research that comprises a the profound analysis about a particular situation, occurrence, agenda, activity procedure or more.

Based on the theory above, this study used case studies that involve an in-depth examination of individuals or a small group of individuals from six types of qualitative research designs. A case study aims to produce an accurate case description and provide insight into an individual's attitude or behavior. According to Creswell (2014), the structure of a case study should involve problems, context, issues, and lessons. This study investigate the strategies commonly used by students from PBI batch 2019 who got the highest scores in essay writing class. The researcher explores students' behavior, perceptions, experiences, and habits who use certain types of strategies to improve their writing skills. The researcher collects information to analyse the research questions. The researcher used a frame of reference to understand the study better based on the interpretation of the participant's responses to the interviews. Finally, the researcher can obtain the details of the phenomenon and allow it to be understood through description and explanation from the research.

B. Research Participant

1. Population

The population is all research objects consisting of humans, animals, plants, symptoms, test scores, or events as data sources that have characteristics in a study (Haradi, 2010). According to Creswell (2012), the target population is a group of individuals (or organizational groups) with some common characteristics that can be identified and studied by researchers.

Based on the above understanding, the population of this study is students of the English Education Department class of 2019 who have taken the Essay Writing course. The selection of students from batch 2019 is based on the essay writing course studied in this study, which the student recently took last semester. This will make it easier for the researcher to refer to their knowledge of the essay writing course. As for the number of classes that researcher wants to research, there are 180 students with six units.

2. Sample

The sample is a subgroup of the target population that the researcher plans to study to generalize about the target population (Creswell, 2012). This research is obtained using the purposive sampling technique to select a sample from the population because the researcher set specific criteria for the participants. According to Bryman (2012), the purposive sampling technique selects people, organizations, documents, departments, and others directly related to the research question. Purposive sampling is based on finding the best case for the study that

produces the best data and that the sample case directly affects the results (Patton, 2015).

In selecting participants, the researcher chooses homogeneous sampling technique. A homogeneous purposive sample is a sample chosen because it has the same characteristics or a set of characteristics (Crossman & Ashley, 2020). The samples were derived from six essay writing classes with a total population of 180 students. The participants were ten students of PBI students from batch 2019 who finished essay writing class. The participants were chosen because of several reason:

1. The students have finished essay writing class

2. The participants received an A or had scores higher than 90 in the essay writing class

3. Participants are accessible because all of them are PBI students

The data of participants who have completed the essay writing class with an A grade in this study can be seen in the table below:

Table 1.1 *The research participants*

No	Students' Number	Students' Initial	Gender	Score
1.	190203099	P1	Female	90.15
2.	190203155	P2	Female	90.20
3.	190203168	P3	Female	90.15
4.	190203159	P4	Female	90.15

5.	190203118	P5	Female	90.10
6.	190203013	P6	Female	91.10
7.	190203015	P7	Female	92.75
8.	190203041	P8	Male	90.00
9.	190203040	P9	Female	91.00
10.	190203064	P10	Male	90.65

C. The Techniques of Data Collection

The steps in data collection include the boundaries set in the study, the collection of information obtained from structured or semi-structured and unstructured interview, observation, document, or visual materials, and established procedures for obtaining and recording the information obtained (Creswell, 2014). The researcher used interviews in collecting data. Interviews are conducted when researcher obtain specific and in-depth information about participants' thoughts, knowledge, opinions, beliefs, and feelings about upcoming topics; answers will be written down and recorded (Creswell, 2012).

Interviews are categorized into three parts: structured, semi-structured, and unstructured (Easwaramoorthy & Zarinpoush, 2016). Researcher used semi-structured interviews. Semi-structured interviews are informal and unstructured interviews to enable researchers to understand the topic of interest needed to develop relevant and meaningful semi-structured questions (Crabtree, 2006).
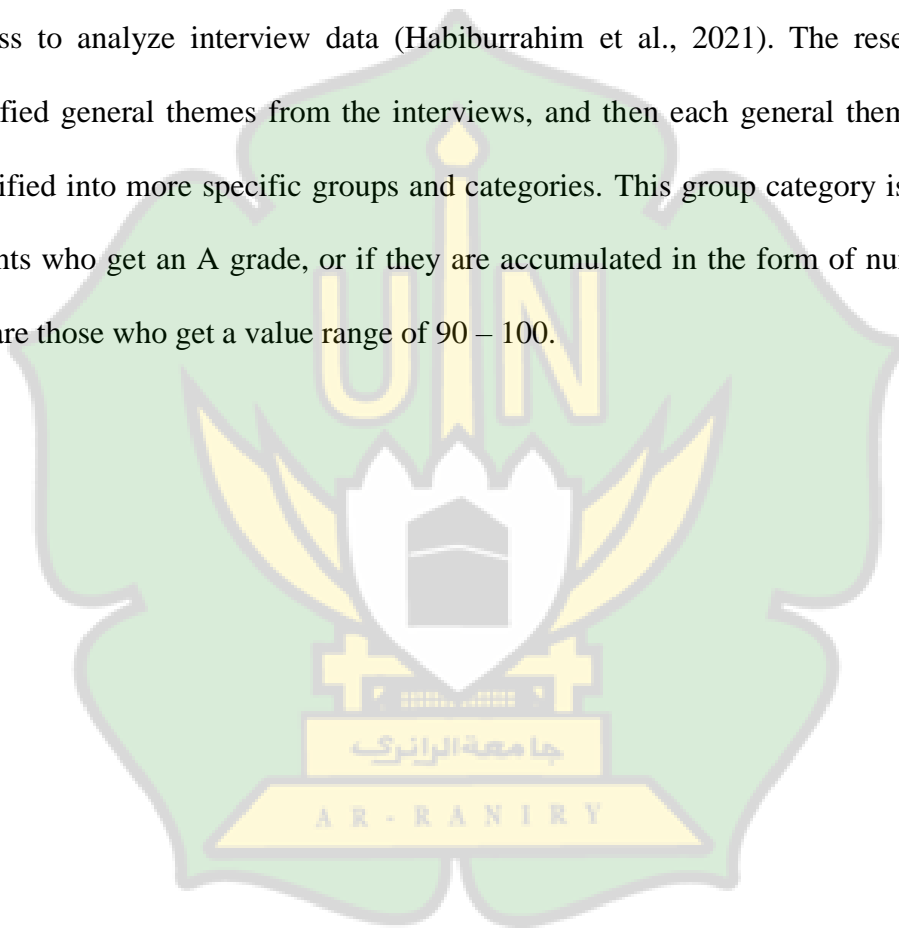
A semi-structured interview is a type of interview in which the questions have been outlined. However, impromptu questions can be added between interviews to get more detailed answers from participants (Stukey, 2013). The flexibility of semi-structured interviews can be used either in groups or individually. However, the researcher prefers to use one-on-one interviews, in which one participant is interviewed at a time. Anozie (2017) claims that the advantages of dealing with individuals fit the title of 'in-depth interviews', where the researcher can go deeper and highlight personal issues.

Interviews were conducted by telephone; the interview had been conducted through the exchange of voice notes via WhatsApp chat messenger, considering the current state of the COVID-19 pandemic. Telephone interviews are permitted under conditions where the interviewer and resource person have a good enough reason not to conduct a face-to-face interview (Bryman, 2012). The researcher contacted the selected participants for 10-20 minutes. Before the researcher asked questions to the participants, the researcher introduced herself and gave a brief description of the research objectives and the types of strategies in writing.

There are ten lists of questions referring to the previous research question, where there are five questions for the first research question (R1) and five questions for the second research question (R2).

D. Data Analysis

Interview data participants transcribed in words in the form of narration. After copying it, the researcher coded the data to present it in a conceptual framework; it also includes data and classifies data into specific groups (Habiburrahim et al., 2021). Thematic analysis was carried out through a coding process to analyze interview data (Habiburrahim et al., 2021). The researcher identified general themes from the interviews, and then each general theme was simplified into more specific groups and categories. This group category is those students who get an A grade, or if they are accumulated in the form of numbers, they are those who get a value range of 90 – 100.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter examines the findings obtained after data collection. This finding aims to respond to the research questions in chapter one.

A. Research Findings

This study aims to determine the strategies used by English language education students who get an A or grades from 90 to 100 in essay writing class. This research includes how students spend their time learning the strategies of writing, what types of strategies are used to get good grades in essay writing class, how students learn and pursue these strategies, what makes their strategies work to improve their skills in writing, and the obstacles that students face during writing. Through interview calls and WhatsApp voice notes, the researcher conducted interviews with six English education students who had completed the essay writing course and got an A or a score out of 90-100.

Answering the first research question, the researcher found that the students did not know for specific what strategy they were using. Students said that they only followed the method recommended by the lecturer in writing following three stages in writing, namely the pre-writing, drafting, and revising process. The majority of students said that there was no specific strategy they used for writing. They get used to often reading other people's writings and seeing how the author develops his writing ideas, and then students follow the pattern. Every

student believes that practicing writing is the best strategy to improve writing skills.

In addition, for the second research question, the researcher found that metacognitive strategy was the type of strategy most often used by students in writing. Metacognitive strategy is where this strategy is closely related to preparing and doing planning before writing, followed by drafting and revising the parts that look unclear.

1. Strategy Used by Students to Earn Higher Score in Writing

Writing strategy is a conscious behavior and technique used by a writer to achieve certain goals in writing problem-solving activities. Concerning the term strategy, researcher equally place the term strategy with behaviors and techniques that users consciously use (Asmari, 2013). Therefore, regarding the purpose of implementing the writing strategy, the researcher found that there are few strategies used by students who got higher score in English language education

1) Direct Strategies

Direct strategy is a learning strategy that directly involves the target language. They require mental processing of language. The three groups of direct strategies are memory, cognitive, and compensatory, which perform language processing differently and for different purposes (Winarto, 2015).

a) Memories Strategy

The first group of direct strategies is memory strategies. Memory strategies help enter information into long-term memory and retrieve it when communication is needed. This strategy helps learners remember essential

things they have heard or read in a new language and also helps learners retrieve information from memory when they need to use it for comprehension or production. In general, they fall into four sets: making mental connections (grouping, associating/elaborating, and putting new words into context), applying images and sounds (using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (structured assessment), and use action (using physical responses or sensations and using mechanical techniques) (Chen, 2011).

Participant 2:

Reading is the best strategy to improve one's writing ability. I think the more often we read, the more familiar we will become with the arrangement of sentences and the right choice of words. I use this method to get used to it and it is easier when practising writing.

Participant 7:

I always get used to reading various writings in English. Especially academic writing. If you are used to reading journals or other scientific papers in English, it will be easy for us to follow them.

b) *Cognitive Strategy*

The second group of direct strategies is cognitive strategies. Cognitive strategies require mental operations that operate directly on incoming information. Cognitive strategies, such as summarizing or deductive reasoning, help learners to understand and generate new language in various ways. They are critical in learning a new language. Cognitive strategies implicate four sets of strategies: practicing (formally practicing with sound and writing systems, recognizing and using formulas and patterns,

recombining, and practicing naturally), receiving and sending messages (getting ideas quickly and using resources to receive and send messages), analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrasts, translating, and transferring), and innovative structures for input and output (note-taking, outlining, and spotlighting). These strategies are united by a standard function: learner manipulation or target language transformation (Hardan, 2013).

Participant 4 claimed:

> I like to write and often write at home. That is why it is easy for me to complete the writing assignments given by the lecturer. The strategy I use is to read often and improve my vocabulary mastery. Mastery of vocabulary is very important because when someone does not master it, it will be very difficult to write down ideas. I think everyone has a different way of writing, but the practice is the best strategy. Because in many cases, especially myself, it is not enough to learn theory if you do not put it into practice. Just like writing, practice, and practice, whenever you have the opportunity is the best way.

Participant 6:

> I am always learning how to write well and correctly. When asked about strategy, maybe the answer is practice. I always write whenever I have the opportunity; I also ask my lecturers to provide feedback on my writing. Because of this habit, I find it easier to write from time to time.

c) Compensation Strategy

The third group of direct strategies is compensation strategies. Compensation strategies are strategies that allow the learner to use a new language for either comprehension or production despite limitations in knowledge. Compensatory strategies, such as guessing or using synonyms,

enable learners to use language despite significant gaps in their learning. These strategies are meant to make up for an inadequate grammatical repertoire and, above all, vocabulary. Ten compensatory strategies exist, grouped into two sets: guessing intelligently in listening and reading (linguistic and non-linguistic cues) and overcoming limitations in speaking and writing (switching to mother tongue, getting help, using mime or lines, avoiding partial communication, choosing a topic, adapting or approaching messages, words, and using convoluted words or synonyms) (Nurwanda, 2019).

Participant 5:

> For me, writing is putting together every word in English based on choosing the right words and correct grammar. Therefore, I studied grammar and improved my vocabulary mastery. Writing will be easier and more focused if we master grammar and have enough vocabulary.

2) Indirect Strategies

a) *Metacognitive Strategy*

The first group of strategies from indirect strategies is metacognitive strategies. Metacognitive strategies involve actions outside of a purely cognitive set, providing a way for learners to coordinate their learning processes. In other words, metacognitive strategies allow learners to control their cognition. Metacognitive strategies involve three sets of strategies: centering the learning (reviewing and relating to known material, paying attention, and delaying speech production to focus on listening), organizing and planning your learning (finding out about language learning, organizing,

setting goals and objectives), identify language assignment objectives, plan

language assignments, seek practice opportunities), and evaluate your learning

(monitor and self-evaluate) (Singh, 2014).

Participant 1 stated:

> I use no specific strategy in writing, and I only follow the directions given by my lecturer in writing class. One of them, I follow the pattern of planning, drafting, and revision. I believe that good writing begins with careful preparation and planning. In addition, I also often train myself by reading various articles, which is very helpful to provide new insights and ideas on various topics.

Participant 3 stated:

> I love writing, and the strategy I use in writing is always to write whenever I have time. I write many things on various topics. I also often read much writing and learn about how other people develop ideas from their writings. I believe that practice is the best strategy to improve writing ability and value. I often search for information on Google and YouTube about tips and tricks in writing. Besides, the key to success is liking it. I am sure I can get good grades because I love writing and studying it.

b) *Affective Strategy*

The second group of strategies from indirect strategies is effective

strategies. Affective strategies allow students to control or regulate feelings or

emotions, motivations, and attitudes related to language learning. The term

effective refers to feelings, perspectives, motivations, and matters. Language

learners can earn control over these factors through effective strategies. The

learner's affective side is one of the most significant influences on the success

or failure of language learning. Good language learners understand how to

control their feelings and moods about learning (Graham, 2015).

Participant 6:

I am always learning how to write well and correctly. I always try to build motivation and get used to writing because I think good writing is built from a good mood. I always write whenever I have the opportunity; I also ask my lecturers to provide feedback on my writing. Because of this habit, I find it easier to write from time to time.

c) Social Strategy

The last group of strategies from indirect strategies is social strategies. Social strategies promote interaction with others, usually in discourse situations. The right social strategy is essential in language learning. The significance of this strategy is based on the fact that language is a form of social behavior; it is communication that takes place among people. Understanding a language thus involves other people. The three social strategies are asking a question, collaborating with others, and empathizing with others (Simeon, 2015).

Participant 1 stated:

I always look for groups to discuss my writing. Writing with friends gives me a broad view of the excellent way to write. I get tremendous feedback from the people around me.

Participant 5 said:

When I have free time, apart from asking the lecturers about the quality of my writing, I also ask for advice from my friends. Often my friends and I create discussion groups to motivate and correct each other's writings.

2. The reason why students who got higher scores in writing used those strategies

a. Effortless

The students said that the strategies they used were straightforward to implement. Students say that the purpose of a strategy is to facilitate a job so that what is done becomes more organized and directed. The strategy aims to give direction to the things that are written. Without such direction, a piece of writing will only appear uncoordinated, fragmented, and possibly counterproductive (Kraaijenbrink, 2019).

Participant 3:

> I am comfortable using this strategy, and I think it is effortless to apply it while writing. *[Metacognitive Strategy]*

Participant 8:

> For me, this strategy is quite helpful and accessible. If I use another strategy, I do not think it helps me much in writing. However, I find writing more effortless when I use these strategies. *[Compensation Strategy]*

b. *Effective And Work*

Many students said they used writing strategies because they were pretty practical and worked well when applied. Students said they felt more confident in their writing when using the strategy. A strategy is effective if it uses the allocated resources according to the plan and gives the expected results (Chron, 2020).

Participant 2:

> I feel comfortable and confident when writing using this strategy. The strategy is quite helpful and effective in improving my writing skills and increasing my grades. *[Memories Strategy]*

Participant 5:

This strategy is effective in increasing my score and writing quality. I have to look at references from many posts and then apply them as I write. This is amazing and effective for building confidence and insight while writing. ***[Social Strategy]***

B. Discussion

This section explains further the research findings in line with two research questions. The first research question focuses on the type of strategy students use in writing to get a high score. In this section, the researcher wants to learn more about the types of strategies students apply. Based on the interview, researchers found two strategies applied by students, namely direct and indirect strategies.

Oxford in Hardan (2013) claims two kinds of language learning strategies in writing, direct and indirect. Direct strategies include (1) memory strategies are strategies that help the learner control and recover new information, (2) cognitive strategies are used to help the learner comprehend the target language; and (3) compensatory strategies that permit the learner to use the new language for understanding or production despite limited knowledge like vocabulary.

Students said that memory strategy is a type of strategy they used. They are helped by frequently reading and storing the information they find from various sources. Students said it was easy to develop ideas when reading many references. Memory strategies can create mental links to material that students already know by brainstorming activities before writing. The next memory strategy that can be used is the review strategy. Students can review reading what they have written when they have difficulty. These strategies are used to recall

their thoughts so that they remember and can continue writing their essays (Singh, 2014).

In addition, students also use cognitive strategies. For them, this strategy is quite effective because one of the most critical points of this strategy is practice. Students agree that practice is the best way to improve the quality of their writing. Competitive memorizers claim that practicing writing techniques, part of a memory strategy, allows them to recall numerous pieces of data quickly. Research indicates that students who use memory tricks perform better than those who don't. Memory strategies assist working memory and accessing long-term memory. These techniques also make it potential to remember some ideas for years or even a lifetime. Finally, memory tricks like these lead to higher-order understanding and thinking (Chien, 2012).

The last part of the direct strategy is the compensation strategy. This strategy is adequate because students can use their mother tongue and then translate it into the target language. Students said they were trying to understand what they wanted to write and what message they wanted to convey in the target language. Students study each word and language rule carefully so that it is easy to convey the desired message to the target language Compensation strategies support students in overcoming knowledge gaps or limitations in learning. The students use compensation strategies to comprehend the target language when they do not know it. In this strategy, students can use their mother tongue whenever they lack target language knowledge while writing English (Mastan, 2017).

The second research question focuses on why students who get high scores in writing class use this strategy to improve their abilities. The author found two central answers based on the interviews conducted. The first reason is that they think that this type of strategy is effortless. The second reason is that the strategy is quite effective and work to help them in writing. Implementing writing strategies will provide several benefits. Oxford in Nurwanda (2019) combines some of the benefits of writing strategies. Using strategies in writing helps students focus on the main goal more effortlessly and efficiently.

A strategy is effective if it uses the allocated resources by the plans and delivers the expected results. Everyone should continuously evaluate their use and performance to check if their strategy is achieving the desired target (Chron, 2020). In this study, the target to be achieved by the students is to get a high score. This is in line with what the students said, where the strategies they used were influential in bringing them to get high scores.

Referring to the research that has been done, in the first research question, the researcher found two types of strategies applied by students, namely direct and indirect. There are three types of direct strategies, namely memory strategies, cognitive strategies, and compensation strategies. Indirect strategies also have three types of division. These are metacognitive, affective, and social.

For the second research question, there are two main reasons why this type of strategy is used: it is effective in helping students improve writing skills and is easy to apply when writing. Students said that the strategy aims to make it easier for them to write. Besides being easy, the strategy used is also based on its

effectiveness in helping students improve the quality of the writing they produce. Each student believes that the best strategy used is a strategy that can have a significant impact on their writing. The strategy is effective, as evidenced by their scores at the top of all students.

CHAPTER V

CONCLUSIONS AND IMPLICATION

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the previous chapter's data analysis and research results. At the same time, the written recommendations are expected to be a reference for further research.

A. Conclusions

This study wants to answer the problems students face at PBI regarding writing skills. This skill is the most difficult to master, evidenced by the low average achievement representing student scores.

Based on the data that the researcher obtained from the English education study program, the researcher found that there were only ten students who had an A or 90-100 achievement. This makes researcher want to know what type of strategy students use with above-average scores.

The findings of this study are that students do not have a special strategy, and they only focus on repeating and reading various written references from other people. In addition, students also do intense writing exercises where this exercise is done by asking for feedback from their writing course lecturer.

Answering the second research question, the researchers found two main reasons students used the strategies. The first reason is that they felt the strategy

was easy to be implement, and the second reason is that the students felt that the strategy was effective and worked very well in improving their writing skills.

Brown (2001) describes three stages of writing related to the writing process. That is the pre-writing stage, compiling and revising. Chien (2012) also discusses that during writing, there are three main processes, planning, drafting, and editing. The writing approach requires students to engage in actions to recall stored knowledge, develop ideas, set objectives, manage thoughts and topics, and review, evaluate, and revise. Furthermore, Brown (2001) explains that the writing methodology involves complex proficiency, where written products are often the result of thinking, drafting, and revising procedures that require unique and complex skills. Several investigations have shown that proper writing strategies help students overcome writing difficulties (Mastan et al., 2017). Therefore, learning strategies are necessary for writing because learning strategies help students deal with complex activities in the writing process.

This line of research was started recently to investigate the importance of writing strategies. Maarof and Murat (2013) demonstrate that ESL students are classified in the use of intermediate-level writing strategies. They also declared differences in the use of this type of writing strategy by high and low-ability students. De Silva (2015) studied the effect of writing strategy instruction on the use of writing strategies and the writing performance of a group of undergraduate students. He showed the importance of writing strategy training in enhancing students' writing performance. Therefore, teachers and instructors must develop classroom activities based on student needs.

Lee (2010) represents language learning strategies as behaviors, steps, or techniques involved by language learners to encourage language learning. This means that students can determine specific strategies or habits of thinking while learning English to improve their learning. Thus, Ching-Yi (2007) demonstrates learning strategies as behaviors and thoughts that involve learners during learning and are intended to influence students' coding process.

Ungureanu (2012) says that students need five steps in practicing learning strategies. The steps are: determine the strategy they employ, present and illustrate the strategy and how to use it, clarify the strategy, practice the strategy and establish the relationship between strategy and motivation. In supporting students to achieve greater independence and carrying into interpretation their needs, five steps can be taken: planning training sessions on learning strategies so that students know their strengths and weaknesses regarding their learning Strategies. Then, focus on selecting activities that lead students to the technicians of each strategy. Next, ask students to practice the strategies crucial to achieving autonomy in learning. Fourth, it relates to the fact that students must realize that their failure is caused by unsuitable learning strategies rather than underdeveloped skills. Finally, to provide feedback, the teacher must follow the entirety of the previous steps. Furthermore, Ungureanu (2012) suggests that teachers pursue three stages in training students to use learning strategies: observing student learning strategies, involving strategy problems in teaching, and teachers and students generally assessing the strategy used.

B. Implications

The researcher would like to provide some recommendations for students, lecturers, and further researchers. For students, there are two types of writing strategies, direct and indirect, that can be used to improve writing skills. These strategies are helpful and easy to apply when writing because they have been proven by students who scored the highest in writing class. Where it not only improves students' writing skills but also increases students' motivation to write efficiently.

Direct strategies and indirect strategies help students to make it easier for them to write because the concepts are easy to apply and understand. For lecturers and other educators, this method is highly recommended to be introduced and taught to students because it will significantly assist the learning process in the classroom. However, these two strategies can ease the process of learning writing, where writing is one of the most difficult English skills to master.

The researcher hopes this research can help future researchers to research the same case about the strategies used in writing, or at least the researcher hopes this research can be a reference that can be used for other researchers to conduct additional research with similarity focus. Due to the limited number of participants in this study, the suggestion for further researcher is to examine a more significant number or scale to obtain more information and a broader perspective on the topic under study.

In addition, researcher also hope that this research can provide more information for the development of materials and references in choosing methods and re-evaluating the objectives of the Introduction to English Proficiency class in the English department at UIN Ar - Raniry.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5690/UN.08/FTK/KP.07.6/04/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
  b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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  10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
  11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

MEMUTUSKAN

Menetapkan :

PERTAMA   Menunjuk Saudara:
  1. Dr.phil. Saiful Akmal, M.A.   Sebagai Pembimbing Pertama
  2. Siti Khasinah, S.Ag., M.Pd.   Sebagai Pembimbing Kedua
  Untuk membimbing Skripsi :
  Nama   : **Fitria Yuwita**
  NIM   : **170203128**
  Program Studi : **Pendidikan Bahasa Inggris**
  Judul Skripsi : **Exploring Learning Strategy of High Achiever Students in Writing Class**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA, 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA   : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in Writing
                  Class
Interviewer : Fitria Yuwita
Interviewee : Participant 1
Interviewee : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

   A: I think a writing strategy is crucial because it will be challenging without a writing strategy.

2. Q: What types of strategies do you usually use when writing?

   A: I use no specific strategy in writing, and I only follow the directions given by my lecturer in writing class. One of them, I follow the pattern of planning, drafting, and revision. I believe that good writing begins with careful preparation and planning. In addition, I also often train myself by reading various articles, which is very helpful to provide new insights and ideas on various topics.

3. Q: How do you usually increase writing ability on a daily basis?

   A: I always look for groups to discuss my writing. Writing with friends gives me a broad view of the excellent way to write. I get tremendous feedback from the people around me.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

   A: Yes, this strategy helped me because it was easy to use.

5. Q: Why do you choose those strategies in increasing writing ability?

   A: Because it works for me and I think the best strategy is practising it. It is the same with writing; the best way to master it is to get used to writing.

6. Q: What makes the strategies useful for different individual?

   A: There is no more appropriate strategy for me or others than practising it directly.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in Writing
                   Class
Interviewer : Fitria Yuwita
Interviewee : Participant 2
Interviewee : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?
   A: Of course, everything you do requires a strategy to make it easier, including writing.
2. Q: What types of strategies do you usually use when writing?
   A: Reading is the best strategy to improve one's writing ability. I think the more often we read, the more familiar we will become with the arrangement of sentences and the right choice of words. I use this method to get used to it and it is easier when practising writing.
3. Q: How do you usually increase writing ability on a daily basis?
   A: I always write whenever I have free time and ask my lecturers to see and provide feedback on my writing. I also focus on grammar; I believe that grammar is the main key to success in writing. When someone masters the structure of language and grammar, it will be easy to make good writing.
4. Q: Do the strategies run effectively or not? Can you explain more about it?
   A: Yes, of course, this strategy is very effective in helping me improve my writing skills.
5. Q: Why do you choose those strategies in increasing writing ability?
   A: I feel comfortable and confident when writing using this strategy. The strategy is quite helpful and effective in improving my writing skills and increasing my grades.
6. Q: What makes the strategies useful for different individual?
   A: I think anyone can use this strategy. This strategy can also combine with other strategies that are considered to make it easier for other students to write according to the needs of each student.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in Writing
                 Class
Interviewer   : Fitria Yuwita
Interviewee   : Participant 3
Interviewee   : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

    A: In my opinion, strategy plays a critical role in making it easier when writing and improving our quality when writing.

2. Q: What types of strategies do you usually use when writing?

    A: I love writing, and the strategy I use in writing is always to write whenever I have time. I write many things on various topics. I also often read much writing and learn about how other people develop ideas from their writings.

3. Q: How do you usually increase writing ability on a daily basis?

    A: I often search for information on Google and YouTube about tips and tricks in writing. Besides, the key to success is liking it. I am sure I can get good grades because I love writing and studying it.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

    A: For me, it is pretty effective. Using strategies makes my writing more focused and more organized

5. Q: Why do you choose those strategies in increasing writing ability?

    A: I am comfortable using this strategy, and I think it is effortless to apply it while writing.

6. Q: What makes the strategies useful for different individual?

    A: I believe that practice is the best strategy to improve writing ability and value. I don't think there is any reason for people to feel that this type of strategy is not suitable for them to use.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in
Writing
                 Class
Interviewer   : Fitria Yuwita
Interviewee   : Participant 4
Interviewee   : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

   A: In my opinion, strategy plays a critical role in making it easier when writing and improving our quality when writing.

2. Q: What types of strategies do you usually use when writing?

   A: The strategy I use is to read often and improve my vocabulary mastery. Mastery of vocabulary is very important because when someone does not master it, it will be very difficult to write down ideas.

3. Q: How do you usually increase writing ability on a daily basis?

   A: I like to write and often write at home. That is why it is easy for me to complete the writing assignments given by the lecturer.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

   A: This strategy worked for me. After getting used to writing, I understand the details of writing and the mistakes I should avoid when writing.

5. Q: Why do you choose those strategies in increasing writing ability?

   A: This strategy makes me feel comfortable and more confident about my writing quality. This strategy taught me how to be a good and accurate writer.

6. Q: What makes the strategies useful for different individual?

   A: I think everyone has a different way of writing, but the practice is the best strategy. Because in many cases, especially myself, it is not enough to learn theory if you do not put it into practice. Just like writing, practice, and practice, whenever you have the opportunity is the best way.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in
Writing
               Class
Interviewer   : Fitria Yuwita
Interviewee   : Participant 5
Interviewee   : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?
    A: The strategy has a vital role; without a strategy, every work done will be difficult, as well as the strategy in writing. Writing without using strategy will be very difficult.
2. Q: What types of strategies do you usually use when writing?
    A: The strategy I use is to see, learn and apply. The point is that I first see how other people write, then I learn how an idea is developed and poured into written form. In the final stage, I practice it myself.
3. Q: How do you usually increase writing ability on a daily basis?
    A: For me, writing is putting together every word in English based on choosing the right words and correct grammar. Therefore, I studied grammar and improved my vocabulary mastery. Writing will be easier and more focused if we master grammar and have enough vocabulary.
4. Q: Do the strategies run effectively or not? Can you explain more about it?
    A: This strategy is effective in increasing my score and writing quality. I have to look at references from many posts and then apply them as I write. This is amazing and effective for building confidence and insight while writing.
5. Q: Why do you choose those strategies in increasing writing ability?
    A: this strategy is quite helpful and accessible. If I use another strategy, I do not think it helps me much in writing. However, I feel confident and find writing more manageable when I use this strategy.
6. Q: What makes the strategies useful for different individual?
    A: This strategy can be used and works for anyone because it is a mother tongue-to-target language approach. So, the more often someone reads and improves the structure of his language, the more proficient he will be in writing.

INTERVIEW TRANSCRIPT

Project : Exploring Learning Strategy of High Achiever Students in Writing
      Class
Interviewer : Fitria Yuwita
Interviewee : Participant 7
Interviewee : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

   A: Choosing the right strategy leads someone to the right path when writing. Good writing begins with choosing the right strategy.

2. Q: What types of strategies do you usually use when writing?

   A: I always get used to reading various writings in English. Especially academic writing. If you are used to reading journals or other scientific papers in English, it will be easy for us to follow them.

3. Q: How do you usually increase writing ability on a daily basis?

   A: After reading many other people's writings, I observed and practised them myself. I saw how other people wrote and arranged each sentence by sentence. This method is effective in improving my writing skills.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

   A: This strategy is very effective because of the abundance of knowledge and references that give me a broader insight into how to be a good writer.

5. Q: Why do you choose those strategies in increasing writing ability?

   A: When using this strategy, I feel more confident because the application of this strategy gives me a broader insight into how to write well.

6. Q: What makes the strategies useful for different individual?

   A: This strategy is very effective because writing without guidance leads us to bad writing. At the same time, writing with many references lead us to write correctly.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in Writing

          Class
Interviewer   : Fitria Yuwita
Interviewee   : Participant 7
Interviewee   : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

    A: Strategy is crucial in writing because it can make it easier to correctly convey the intended message to the reader.

2. Q: What types of strategies do you usually use when writing?

    A: I learned and improved my writing skills by getting used to writing. I started by writing light things like my daily activities in the form of dairy.

3. Q: How do you usually increase writing ability on a daily basis?

    A: I write in a diary and then reread what I have written in my spare time. I correct the type of vocab and the language rules that apply from time to time.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

    A: This strategy worked for me because I know what mistakes I made in my writing yesterday and will fix it today. I keep learning from time to time to improve my writing skills.

5. Q: Why do you choose those strategies in increasing writing ability?

    A: This strategy is straightforward to implement, and I need to repeat to write again and again to improve my skills. I do not think there is a more uncomplicated strategy than getting into the habit of writing.

6. Q: What makes the strategies useful for different individual?

    A: Everything that starts from a habit is more accessible than starting something new, just like this strategy that relies on habituation. I believe anyone can use this strategy as long as they persevere.

INTERVIEW TRANSCRIPT

Project   : Exploring Learning Strategy of High Achiever Students in Writing
                   Class
Interviewer   : Fitria Yuwita
Interviewee : Participant 7
Interviewee : Student of PBI

1. Q: What are your thoughts about strategies in writing? Any particular ideas?

   A: Strategy has a critical role in writing because it will significantly facilitate us to produce good writing.

2. Q: What types of strategies do you usually use when writing?

   A: I do not think there is a better strategy than practice and getting used to writing. The more a person writes, the more he knows his abilities and mistakes. This is certainly very helpful in improving one's writing skills.

3. Q: How do you usually increase writing ability on a daily basis?

   A: I write things down at every turn. one of them is writing essays whenever I have free time. I evaluate previous writings based on articles and writings from experts.

4. Q: Do the strategies run effectively or not? Can you explain more about it?

   A: This is very powerful because of the combination of expert reference writings and adjustments to what I wrote.

5. Q: Why do you choose those strategies in increasing writing ability?

   A: For me this strategy is really easy to apply. This strategy only requires seriousness and discipline. I need to be active and diligent in practising it. The more often I write, the better my writing will be.

6. Q: What makes the strategies useful for different individual?

   A: Everyone can certainly use this strategy. They can read various writings from experts and practice them based on the knowledge they have gained from various reading materials.