

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

This chapter will show the finding and discussion section about the strategies of EFL learners in academic writing. The research data is taken from questionnaire and interview. The questionnaire was shared to 80 students from sixth semester that have learned about academic writing in Antasari Islamic State University Banjarmasin and there 38 students who give the feedback on Google Form sheet, thus researcher will analyse the data that taken google form and interview section as the result. This research conducted from 1st February 2023 to 31<sup>st</sup> March 2023. Thus, the interview was taken randomly from 5 students at sixth semester of Antasari Islamic State University Banjarmasin at the same time as questionnaire

##### **1. The strategies are used by EFL learners in writing Academic Essay**

The researcher collected data on the strategies are used by EFL learners in Academic Essay using a questionnaire. The type of questionnaire is closed-ended question with the form of "yes" and "no" question. If the respondent chose "yes" it's indicated that the respondent did have strategies in writing and if they choose "no" it's indicated that the respondent did not have any strategies in writing.

Questionnaire result revealed that English students in sixth semester did have strategies when they did or write academic essay. The strategies are

Memory, Cognitive, Compensation, Metacognitive, Affective and Social.

a. Memory Strategies

The presentation data about memory strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. This also include the sub strategies such as crating mental association like incorporating new words, reviewing well, and utilizing action. Researcher found this data from questionnaire and interview. In this section, there are 3 item questionnaire that indicates to identify the use of memory strategies that used by the participants. Below is the items of questionnaire of memory strategies.

| No. | Questions items  | Result      |             |
|-----|--|-------------|-------------|
|     |  | Yes         | No          |
| 1   | I use English word so I can remember them  | 32 (84, 2%) | 6 (15, 8 %) |
| 2   | I do review what I learn from the writing class  | 22 (57, 9%) | 16 (42, 1%) |
| 3   | I use flashcards with the new English word on one side and the definition on the other | 4 (10, 5%)  | 34 (89, 5%) |

From the table above, it shows that from Q1 mostly use new English words to remember them with 32 respondents (84, 2%) Yes and 6 respondents (15, 8%) No. Thus, Q2 shows that students do review about what they learn in writing class with 22 respondents (57, 9%) Yes and 16 respondents (42, 1%) No. the last is majority students do not use flashcards

with new English words to remember the word with 4 respondents (10, 5%)  
Yes and 34 respondents (89, 5%).

#### b. Cognitive Strategies

This part is present the data about cognitive strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. Including the sub-strategies such as practice, messages reception and transmission, analysing and reasoning, and making input and output. Researcher found this data from questionnaire and interview. In this section, there are 11 items questionnaire that indicates to identify the use of memory strategies that used by the participants. Below is the items of questionnaire of cognitive strategies.

| No. | Question Items  | Result      |             |
|-----|---|-------------|-------------|
|     |   | Yes         | No          |
| 4   | I never revise my writing   | 6 (15, 8%)  | 32 (84, 2%) |
| 5   | I learn a model written by native writer or a more proficient writer                | 24 (63, 2%) | 14 (36, 8%) |
| 6   | I exchange my writing with my peers' or my lecturer's                               | 24 (63, 2%) | 14 (36, 8%) |
| 7   | I write for newspapers, magazines or website in English                             | 9 (23, 7%)  | 29 (72, 3%) |
| 8   | I write a diary in English  | 21 (55, 3%) | 17 (44, 7%) |
| 9   | I gather information from articles, books or newspaper to write about certain types | 32 (86, 9%) | 6 (14, 1%)  |
| 10  | I try not to translate word-for-word  | 33 (86, 8%) | 5 (13, 2%)  |
| 11  | I make summaries on English texts   | 26 (68, 4%) | 12 (31, 6%) |
| 12  | I highlight important point of my writing process                                   | 28 (73, 7%) | 10 (26, 3%) |
| 13  | I make drafts as a process of my writing  | 33 (86, 8%) | 5 (13, 2%)  |
| 14  | If I do not know the English word, I stop writing and look up the correct word in   | 36 (94, 7%) | 2 (5, 3%)   |

|  |            |  |  |
|--|------------|--|--|
|  | dictionary |  |  |
|--|------------|--|--|

From the table above, it show that from Q4 they never do the revision for their writings with 6 respondents (15, 8%) Yes and 32 respondents (84, 2%) No. In Q5 shows that they learned a model of written by native speaker or a more proficient writer with 24 respondents (63, 2%) Yes and 14 respondents (36, 8%) No. the same percentage as Q5 shown in Q6 that they exchange their writing with their peers with 24 respondents (63, 2%) Yes and 14 respondents (36, 8%) No. In Q7 shows that minority of them write for newspapers, magazines, and websites in English with 9 respondents (23, 7%) and 29 respondents (72, 3%) No. In Q8 shows that more than a half of them write a diary in English with 21 respondents (55, 3%) Yes and 17 respondents (44, 7%) No. Thus, Q9 it shows that they gather information from articles, books or newspaper to write about certain types with 32 respondents (86, 9%) Yes and 6 respondents (14, 1%) No. In Q10 shows that majority of them try not to translate word-for-word with 33 respondents (86, 8%) Yes and 5 respondents (13, 2%) No. In Q11 it shows that they make summaries in English text with 26 respondents (68, 4%) Yes and 12 respondents (31, 6%) No. In Q12 they highlight important point of their writing process with 28 respondents (73, 7%) Yes and 10 respondents (26, 3%) No. In Q13 shows that they make drafts as a process of their writing with 33 respondents (86, 8%) Yes and 5 respondents (13, 2%) No. and last is Q14 shows that majority of them stop

writing and look up the correct word in dictionary if they do not know the English word 36 respondents (94, 7%) Yes and 2 respondents (5, 3%) No.

### c. Compensation Strategies

In this part present the data about compensation strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. Including overcoming speaking and writing restriction such as choosing object, modifying messages, coining words, employing synonyms. Researcher found this data from questionnaire and interview. In this section, there are 3 item questionnaire that indicates to identify the use of compensation strategies that used by the participants. Below are the items of questionnaire of compensation strategies.

| No. | Question Items  | Result      |            |
|-----|---|-------------|------------|
|     |   | Yes         | No         |
| 15  | If I do not know the English word, I find similar English word that I know            | 37 (97, 4%) | 1 (2, 6%)  |
| 16  | I choose a topic which interests me to write  | 37 (97, 4%) | 1 (2, 6%)  |
| 17  | I simplify what I want to write if I do not know how to express my thought in English | 33 (86, 8%) | 5 (13, 2%) |

From the table above, it shows that Q15 almost all of them would find similar English word if I do not know the English word that I know with 37 respondents (97, 4%) and 1 respondents (2, 6%) No. the same result percentage also shows in Q16 that they choose a topic which interests them to write with 37 respondents (97, 4%) and 1 respondents (2, 6%) No. and the last is Q17 shows that they simplify what they want to write if they do not know how to

express their thought in English with 33 respondents (86, 8%) Yes and 5 respondents (13, 2%) No.

#### d. Metacognitive Strategies

In this part present the data about metacognitive strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. Including putting your learning in the center, setting up and organizing your learning and assessing your learning. Researcher found this data from questionnaire and interview. In this section, there are 5 items questionnaire that indicates to identify the use of metacognitive strategies that used by the participants. Below is the items of questionnaire of metacognitive strategies.

| No. | Question Items   | Result      |             |
|-----|--|-------------|-------------|
|     |  | Yes         | No          |
| 18  | I notice my English mistakes and use that information to help me do better                     | 33 (86, 8%) | 5 (13, 2%)  |
| 19  | I plan my schedule I will have enough time to write  | 22 (57, 9%) | 16 (42, 1%) |
| 20  | I only read what I have written when I have finished the whole paper                           | 28 (73, 7%) | 10 (26, 3%) |
| 21  | I never ask questions and share ideas with my peers about effective strategies they have tried | 16 (42, 1%) | 22 (57, 9%) |
| 22  | I seek opportunities to practice my writing outside writing class                              | 22 (57, 9%) | 16 (42, 1%) |

From the table above, it showed in Q18 that they notice their English mistakes and use that information to help them do better with 33 respondents (86, 8%) Yes and 5 respondents (13, 2%) No. Thus, in Q19 shows that several

of them planning schedule to have enough time to write with 22 respondents (57, 9%) Yes and 16 respondents (42, 1%) No. In Q20 shows that majority of them only read what they have written when finished the whole paper with 28 respondents (73, 7%) Yes and 10 respondents (26, 3%) No. In Q21, there are minority of them that never ask questions and share ideas with their peers about effective strategies they have tried with percentage 16 respondents (42, 1%) Yes and 22 respondents (57, 9%) No. The last is Q22, it shows that opposite of Q21 which is seek opportunities to practice writing outside writing class with 22 respondents (57, 9%) Yes and 16 respondents (42, 1%) No.

#### e. Affective Strategies

In this part present the data about affective strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. Including reduce your anxiety, boost your own morale, taking an emotional temperature. Researcher found this data from questionnaire and interview. In this section, there are 5 items questionnaire that indicates to identify the use of affective strategies that used by the participants.

Below is the items of questionnaire of affective strategies.

| No. | Question Items   | Result      |             |
|-----|--|-------------|-------------|
|     |  | Yes         | No          |
| 23  | I give myself a reward when I have done well in writing            | 30 (78, 9%) | 8 (21, 1%)  |
| 24  | I write down my feeling related to writing English                 | 25 (67, 6%) | 12 (32, 4%) |
| 25  | I talk to someone else about how I feel when I am learning writing | 18 (47, 4%) | 20 (52, 6%) |
| 26  | I use music in order to increase my mood                           | 35 (92, 1%) | 3 (7, 9%)   |

|    |   |             |            |
|----|---|-------------|------------|
|    | for writing   |             |            |
| 27 | when I had difficulties in writing, I told myself, "you can do it, try again" | 33 (86, 8%) | 5 (13, 2%) |

From the table above, it show in Q23 that majority of them give a reward when they have done well in writing with percentage 30 respondents (78, 9%) Yes and 8 respondents (21, 1%) No. Thus, in Q24 that they write down their feeling related to writing English with percentage 25 respondents (67, 6%) Yes and 12 respondents (32, 4%) No. In Q25 show that when they am learning writing they would talk to someone else about how they feel with percentage 18 respondents (47, 4%)Yes and 20 respondents (52, 6%)No. Thus, in Q26 almost all students use music in order to increase their mood for writing with percentage 35 respondents (92, 1%) Yes and 3 respondents (7, 9%) No. The last but not least, they use motivational word when they faced the difficulties in writing with percentage 33 respondents (86, 8%) Yes and 5 respondents (13, 2%) No.

#### f. Social Strategies

In this part present the data about social strategies that used by sixth semester students of Antasari Islamic State University Banjarmasin who have learned about academic writing. Including sub-strategies to inquire, working together and empathizing with others. Researcher found this data from questionnaire and interview. In this section, there are 3 items questionnaire that indicates to identify the use of social strategies that used by the participants. Below is the items of questionnaire of social strategies.

| No. | Question Item  | Result      |             |
|-----|--|-------------|-------------|
|     |  | Yes         | No          |
| 28  | I try to revise my writing after my lecturer gives me feedback | 36 (94, 7%) | 2 (5, 3%)   |
| 29  | I consider my readers' feeling as they read my essay           | 31 (81, 6%) | 7 (18, 4%)  |
| 30  | I never try to learn about the lecturer or English writer      | 26 (68, 4%) | 12 (31, 6%) |

From the table above, it showed that in Q28 majority of students try to revise their writing after they got the feedback from the lecturer with 36 respondents (94, 7%) Yes and 2 respondents (5, 3%) No. Thus, in Q29 they consider their readers' feeling as they read the essay with 31 respondents (81, 6%) Yes and 7 respondents (18, 4%) No. the last is Q30 most of students never try to learn about the lecturer or English writer with percentage 26 respondents (68, 4%) Yes and 12 respondents (31, 6%) No.

## 2. The Way EFL Learner use the Strategies in Academic Essay

The interview designed by following the questionnaire question, this interview is qualitative phase of this study. The interview focused on every strategies that mention in chapter II, every strategies consist of two to three questions. It involved 15 questions in total that refer to learning strategies in writing by Oxford (1990).

### a. Memory Strategies

From question “*what did you do to remember information while writing essay?*” Most of interviewees use the technique of “writing the main point of

information” because most of them are visual and kinaesthetic learner. Thus, writing the main point will help them to memorize the information to write an essay.

Ones of interviewee assumes that:

*“While I want to write an essay, I write the main point from my resource and I will elaborate it with my sentence style”*

It also supported by other interviewee:

*“While I want to write an essay or article, I will close my eyes and remember everything that I have read then I write the important point to support my essay more accurate”*

Besides that, other interviewee also state that:

*“To remember the information while writing essay, I start to think what’s the main topic of it. Then, I think about the detail little by little. To prevent mistakes, I write a draft first to list the things that I want to read, with some information each part”*

*“When I want to write an essay, I highlight the important point or related point about the topic of essay then I develop my essay by those information”*

Most of interviewee are memorize the information from the valid source, and write their own style of sentence with the information which had memorized. In addition, when they memorized the information, mostly they highlight the main information or write the main information. They highlight the main information then create their sentence. At this point, the interviewees mostly using the review what they learned in thee space time/interval.

For the second question is *“Do you a kinaesthetic learner? If yes, can you explain how your strategy to remember information”* from this question

researcher found that 2 from 5 interviewee are kinaesthetic learner and the other are visual and auditory learner. Thus, researcher got the information that how a kinaesthetic learner do their essay. In addition, other types of learner did not mention how they memorize the information.

Ones of interviewee assumes that:

*“Yes, to keep the information must be seen and felt. Or I will write it in my notebook about the important point”*

It also supported by other interviewee:

*“Yes, I am a kinaesthetic learner, I have to learn directly from someone for real either by seeing or practicing it directly”*

Besides that, other interviewee assume that:

*“I tend to auditory learner, I am not a kinaesthetic learner”*

*“No, I am not a kinaesthetic, I am visual learner”*

*“No, I am not a kinaesthetic learner, I just think in my head in remembering something”*

From the interview section, researcher found that there are 2 from 5 interviewee who kinaesthetic learner. They memorize the information by write it or read it then practice directly. This kinaesthetic style of learning, indicated they mostly like to practice than receive theory. This kinaesthetic learner indicate use the creative techniques to remember information.

#### b. Cognitive Strategies

From question *“Please explain how your way to make your essay more proficient?”* and *“What kind of essay that you ever or want to send to official*

*website, and explain to me what about the official website is?"* Almost if all interviewees gather many information to be the references of their essay and majority of interviewees did not publish their essay or writing in any websites.

Ones of interviewee assumes that:

*"Usually, my essay is supported by trusted articles or journals, plus using the translation website like DeepL to decide the best diction. Honestly, I want to write in Quora about things that I have got, simply I want to share the knowledge that I have even it is out of date topic"*

From this interviewee, researcher found that his essay is built from valid journal and article. In addition, using the website like DeepL to chose the best diction in his essay. Thus, this interviewee would like to write in Quora, a website of many writings.

It also supported by other interviewee:

*"My method is to understand the correct sentence structure so that essay is written according to writing rules. Thus, I send about chronological essay in personal blog-spot"*

This interviewee explained that he focused on the sentence structure or grammar. He pays attention to the structure to make the essay more proficient. Thus, he wrote in his personal blog-spot. At this point, the interviewees focus on formula and pattern recognition, the writers recognize formula or pattern of target language.

Besides that, other interviewee assume that:

*“What I do is to outline the flow of writing in my mind and then put it into writing that has been develop. Thus, because I don’t really like writing essay so I never thought about any websites”*

*“First, I pay attention to the steps for making an essay first then look for a topic and start writing an essay using keywords and I have never thought of submitting an essay to a website”*

*“To make my essay more proficient, like what I have said in the previous question, I make a draft of my writing, collecting information, and start to write. Sometime I also read other essay to be references of my writing. And I haven’t published any essay to an official website”*

From these interviewees, researcher found that most of them did have any interest in publishing their essay because they just think making essay just an assignment. The way they make their essay more proficient with many styles, such as drafting, outlining and pay attention to the step how to make an essay. At this point, interviewee focus on speculating or assuming about the meaning of something by studying broad principles or deductive reasoning.

For the question *“Can you tell me, how is your way to avoid word-for-word translation?”* to avoid the translation word-for-word the interviewees see from the whole context from the sentence and other interviewee using the daily word to make the reader easy to understand the essay.

Ones of interviewee assumes that:

*“To avoid word-to-word translation. I read the sentence or paragraph first to obtain and knowing the context, thus I can arrange the word and translate it with my understanding, not word-to-word. That is also what I do in writing, I prepare the whole context first, then start to write”*

This interviewee, paid more attention to the context of sentence to avoid the word-to-word translation. After that, she arrange the sentence with her understanding.

It also supported by other interviewee:

*“My method is to understand the correct sentence structure so that the essay is written according to the writing rules”*

No different with the previous interviewee, she also paid attention to the structure and her understanding to arrange the sentence.

Besides that, other interviewee assume that:

*“With remembering the new word that possibly appear in the essay that I write, like the formal word in official journal”*

*“The way I avoid translating word-to-word is to write sentences that are often used every day or sentence that familiar so that reader will easily understand my writing without having translate word-to-word”*

*“I use the translation tools first then I adjust the sentence according to the context so that I can avoid the translation word-to-word”*

Most of interviewee have their own way to avoid word-to-word translation. Such as memorized the new word, using the daily vocabulary and using translation tools then adjust with the context of sentence. After using that, they re-arrange the sentence and make it look easier to understand in different language. At this point, interviewee mostly focus on directly using what is known to help advance what is unknown or transferring word.

### c. Compensation Strategies

From question “*What kind of topic that usually interest you? And what the reason?*” and “*What will you do if you do not know or do not understand the word in English to express the essay writing?*” majority of interviewees would like to write about life and experience, also there is topic about geography. Thus, about expressing the word in essay they usually using synonym of the word and look into the dictionary.

Ones of interviewee assumes that:

*“I like to write about the topic of life, my reason is that that people’s experience is more interesting and have an implied message and I will try to find the word in the dictionary and adjust it to my vocabulary capacity.”*

The interviewee like to write about “life” because of someone experience’s is more interesting and more value of life. Then, when she did not know the English she look up in dictionary directly.

It also supported by other interviewee:

*“I like topics about experience because it is easier for me to tell or write. Thus, about expressing the word that I do not know I look for synonym or similar meaning of word from sentence I want to write.”*

The interviewee like to write about someone experience, same as previous interviewee. Because interpreting someone experience is easier for her. Thus, if she did not know the English word she will find the synonym to replace the word.

Besides that, other interviewee assume that:

*“I would like to write topic about Indonesia, from social culture point of view, myths, places, and something interesting from a place in Indonesia about mythical and spiritual story, because I want to introduce Indonesia to the*

*world. Thus, for the word that I do not know usually I write the sentence in Bahasa first then I will look for the similar word”*

*“Topic that interest me is about natural phenomenon that happened in the world and if I do not know how to express something in English, I try to find the synonym in the same context in Indonesia, then I tried to translate it. If I cannot find solution anymore, I will open the dictionary”*

*“Even I am not good at writing but I like to write about life because writing about life is same as we tell other people to do the same or not it is like sharing session in real life and if I do not know the word in English I am just use the translation website and grammar checker”*

Most of interviewee like to write about someone experience and geography. Because write someone experience is easy and write about geography especially Indonesia and nature phenomenon is more interesting for writer. Thus, if they did not know the English word they found the synonym to replace the word. At this point, interviewees focus on using words that have the same meaning as other words in the same language or employing synonyms.

#### d. Metacognitive Strategies

From question *“how is your way to notice your mistakes in essay?”* and *“Can you tell me. What is your goals in writing? And what is the reason?”* and *“how are you manage your writing time?”* according to interviewee responses majority of them find in grammatical error first like they put their writing in grammar checker to find the error. Thus, for the goals of writing most of them just want to provide beneficial information or new knowledge that could be share to everyone. Furthermore, for the managing time for writing, the interviewee write the essay when they have free time or when they in a good mood to write.

Ones of interviewee assumes that:

*“My way is being review my text reading if I have errors in writing words and using grammar to find out the grammatical errors. Thus, for the goals in writing, my goal in writing is to provide information to readers in good writing that is easy to understand. The reason is to be provide benefit to others with writing. Then my way of managing time is providing free time from existing daily activities, for example at night before going to bed”*

This interviewee, noticed the mistake by reviewing his writing. His goal in writing is provide the beneficial information for reader because the writing will be useful. Thus, the way how to manage the time to write, by making the free time to write.

It also supported by other interviewee:

*“To find the errors in my writing, usually I put my writing file in website that could check the writing errors like check he grammar and typography. Thus, my goal in writing is to make the readers understand and could take benefit of my writing, no matter they are a reader only or writer because they can get a new knowledge. Then, for managing time in writing, I feel free whenever I want to write, there is no special time to write”*

This interviewee using the website like grammar check to find the error in his essay. Thus, his goal in writing is give useful writing because the reader will get the best benefit. In addition, managing time to write by unconditionally time.

Besides that, other interviewee assume that:

*“To notice mistakes, I will re-read my writing after I wrote. I will analyze if there is wrong words or ambiguous sentence. If I feel there is something wrong, I will fix it. Actually , in writing essay, my goal is only for academic purposes and the reason is because somehow I am more interested in free writing for example like novel rather than writing in academic. Then, to manage my writing time, I usually set the time when I am free to do exercise on my writing. I set on how long the time I should write and then I start to write according to that time”*

*“How I realize when my writing have some errors, I just re-read it and double check before it collecting to lecturer. Then my goal for writing is to provide information or get information that I need. In addition, for managing time for writing, I only write when I have a good mood t do so, so I will write everything that comes to my mind right away”*

*“To know if my writing have an error or not I just use the grammar checker in website. Thus, my goal in writing, because I am not an expert in writing, so when I got writing an assignment I will just do it. Then, how I manage my time to write it is time to relax then I will write”*

Most of interviewee do the double check to noticed the mistakes. Their goal in writing is to provide the beneficial writing for reader because that is the right thing to do. Thus, managing time to write while they have a free time then they will write the essay. At this point, interviewees focus on previewing the basic principles and/or material and linking these with what the learners have known or giving an overview, and Goals are considered as aims for a long term whereas Objectives are short-term or Setting objectives and goals.

e. Affective Strategies

From question *“When you feel afraid of your writing composition, what is the thing that you do to feel relax? Please explain the reason!”* and *“When you learn about writing, how is your way to express your feeling to someone else?”* and *“When you faced difficulties in writing process, what is the thing that can motivated you?”* from the interview section researcher found that most of interviewee did not have any afraid or anxiety in their writing, they confident enough to submit their writing. Meanwhile, several of them listen to music to feel relax and re-read their writing if there are mistakes or not. Thus, for expressing their feeling to someone else is directly write in their own

sentence or exchange story and thought. Thus, for something that can motivated the writer they use affectionate word for themselves and trying to build the good mood by giving reward.

Ones of interviewee assumes that:

*“First, I listen to music to relax my thought. Then I will look at the detail about ‘is my writing appropriate to the information that I want to share. Usually, I drink something sweet to feel relaxed before back to my writing. Thus, how I express my feeling to someone else by exchange story and thought or opinion. To motivate me to back cheerful I tell myself that “I can do this” while watching cartoon to reduce stress”*

This interviewee listened to music for feel relax because it can clear her mind. Expressing her feeling to someone else by exchanging the story. Thus, motivating herself by saying the affirmation words like “I can do it”.

It also supported by other interviewee:

*“To make me feel relax, I usually listen to music or play nature sound on YouTube. There is no specific reason, I just love to do it. Then when I want to express my feeling, I try to make my words understandable to my target. If my target is academic people, I can use academic words. But if my target it is not, I will try to simplify the words that I use. Then, one of the thing that can motivate me is reading other’s people writing. With that, I motivated by thinking I should be like them”*

Same as previous interviewee, listen to music also the way to feel relax. Thus, her goal in writing is expressing her feeling toward writing. Reading someone else writing is how she motivate herself.

Besides that, other interviewee assume that:

*“When the writing will be submitted, I try my best to review the writing by reading it many times. The reason is that by reading and reviewing repeatedly it can provide peace of mind when submitting the essay. Then about expressing my feeling, I express my feelings through writing with my own sentence and*

*words. Then, the thing than can motivated me that I want to be benefit to others through writing”*

*“I just re-check and re-read my writing text so that I can freely feel easy to submit my work because I feel sure after double check. Then, to expressing my feeling to someone else I do not have any because I do not really like to write then the feel is just so-so. In addition, when I get bored with writing, I go shopping, drink coffee and hang out with friends”*

*“Because I have never been afraid of my composition of my writing, then I just write it down what is on my mind. Expressing my feeling to other by always convey what is in my heart and mind directly in writing. Thus, what can motivate me is my mood. So, I will look for inspiration by walking to nature or listening to music or by doing other fun things that can get me in the mood to continue writing.”*

Most of interviewee do the double check to feel relax before collect it, it can decrease their anxiety about the writing composition. The way how they expressing feeling by putting their feeling towards writing, using good diction etc. Thus, the thing that can motivated them in writing are they do the funny thing to increase the mood and go shopping when they feel frustrated. At this point, interviewees mostly do the anticipate receiving rewards only from outside sources or rewarding themselves.

#### f. Social Strategies

From question *“How is you do when you revise your written after you got feedback?”* and *“Can you explain how can you consider your reader’s feeling while writing process?”* according to the interview section, researcher found that most of them will fix or revise in the part that have check by lecturer then do the revise according to direction that given. Thus, for consider the

reader feeling the interviewee using the technique of repeating sentence or word or look into good diction in writing.

Ones of interviewee assumes that:

*“I will follow the directions from the feedback given according to the sentences that I understand and arrange. Thus, to understand the reader’s feeling, I will write a memorable sentence, I try to emphasize the writing by repeating the sentence again as an emphasis on the message to be conveyed so that the reader feels the impact of what they have read from my writing”*

This interviewee, revise his writing by following the direction from lecturer. Thus, write a memorable sentence or quote is the way to consider reader feelings’.

It also supported by other interviewee:

*“I revise my writing by rearrange my words and I will adjust it to the lecturer advice. Then how I consider my reader’s feeling by double check of my writing then how I use the best diction to show my meaning in the sentence”*

The interviewee, revising the writing by rearrange the word and adjust with lecturer word. The way considering the readers’ feeling by using the best diction and show the value of sentence.

Besides that, other interviewee assume that:

*“I revise and fix the part that my lecturer tells me then I will look to other error by myself. Then to consider readers feeling, I just write it in polite and positive language”*

*“I fix it according to the lecturer feedback and I do not know how to consider reader’s feeling because I think I am not a good writer.”*

*“When my writing got a feedback, I will analyse it again and try to revise based on the feedback. Looking at the word or sentence and make it as an*

*experience. Then, about reader's feeling, I try to position myself as a reader. Can I understand my writing? And think about my feeling when reading it."*

Most of interviewee just following the direction that given by lecturer then they look for other mistakes outside the feedback. Thus, considering readers' feeling they do in many ways such as write a positive word and act like a reader when they want to understand about their writing. Interviewees focus on mistakes that are most evident to others or asking for correction.

## **B. Discussion**

In this part, researcher discusses about the result of the study based on the statement of the problem. The study took from questionnaire and interview result. The researcher discussed the findings of the study, which was on EFL strategies in sixth semester of Antasari Islamic State University Banjarmasin Year 2020/2021. The discussion explains:

### **1. The Strategies are Used by EFL Learners in Writing Academic**

#### **Essay**

Based on the findings, there are several items that can be discussed. The questionnaire result showed that the students in sixth semester of English education use six strategies that mentioned by Oxford (1990). It consists of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Memory strategies is a technique of storing information to help learner and linking information or concept with another. They are structure reviewing, grouping, rhyming and imaginary. Thus, they remember by using flashcard, reviewing and remembering by location (Parwati &

Sugesti, 2023, p. 41). Thus, according to the google form result, the use of new English word is dominating students writing strategies in memory strategies section. Next is about, reviewing the knowledge that have known, this strategies mostly use by students who use visual learner as their learning style. In addition, using flashcard or unique tools is not popular among English students in Antasari Islamic State University Banjarmasin in sixth semester.

Cognitive strategies help students associating new and old information and facilitate the mental restructuring of information. Cognitive strategies making sense of learning and manipulated language material are used. They are general practicing, summarizing, analyzing and reasoning, such as repeated word or sentence, writing report or notes and using words in different way (Parwati & Sugesti, 2023, p. 41). The result showed that not all students di the practicing in writing, they start writing when the have to fulfill the assignment. In other hand, more than 60% of students did not make time to practice writing. In the part of exchange message, they did it in different ways, instead of writing messages the exchanges their writing to lecturer of friends. This fact shows with the more than 60% of students doing it. Majority of students did publish their writing, it shows that more than 70% of students did write for newspaper, magazines or website. But, more than 50% of students write their diary in English. This could be how they expressing themselves. Thus, more than 80% students gather information in digital

sources, such as journal, article, and website. Because these types of sources are easy to get and already specified, it can be seen from the journal or article title. Furthermore, they produce the writing by avoid translating word-for-word way. This indicates, most of students aware of structure of writing. 60%-70% of student do the summarize and highlight the important text to simplify the sentence and it can be a trick of avoiding plagiarism. The last, 80% of students make draft of writing process, they did it to compare how much they improve every day and each time when they write it again. In addition, 90% of English education department still need the dictionary as a help tool. Because, not all the English word is easy to understand and translate to different language.

Compensation techniques, such as making up new terms, employing synonyms, and guesswork, aid language learners in getting around knowledge gaps. They sought to compensate for their limited vocabulary and grammar knowledge. When utilizing English in writing, they also assist the learners in filling up any knowledge gaps. This strategies has the key that students using synonym in other to replace the words that they do not know and they do the simplify sentence to make essay easier to understand by them and the readers. Furthermore, if they face the problem in writing English like they forgot the words the intend to find the similar word in the dictionary. This kind of action help them so much to improve in writing essay.

Learners can better regulate their own learning, their overall learning processes, and their individual learning tasks with the use of metacognitive strategies. These learning behaviors include centering, planning, organizing,

evaluating, and looking for practice opportunities. The techniques are necessary for effective language learning. They of this strategies are students practice their writing in consistent time, they are usually a planner to be a successful students, and they are good in managing time to practice. According to the table result, about 60% in average the students using the metacognitive strategies. When they write an essay and notice that they found mistakes in it, they would fix it right away so they can make the writings be better. This kind of students also prepare the time when the write and manage it. They seek time to practice outside the writing class. In addition, the students who metacognitive strategies user are diligent type.

Identification of one's feelings as well as awareness of the learning contexts of tasks that trigger them are examples of affective strategies. The methods aid language learners in taking better control of their feelings, attitudes, and motives. Affective strategies make the learners feel secure in completing writing tasks. According to table result, about 70% is user of affective strategies. This indicated they have to feel secure or built up the mood before they write essay. In other to keep they still have motivation to write, they give themselves a reward after finishing the task or their essay. They also write anything in their mind and heart while finishing the writing task such essay, it would be easier for them to write according to what students' feels. When they want to build up the mood, they play some of their favorite songs and enjoy it until they feel satisfied. In addition, they still play the songs when they in the process of writing. Last but not least, when they faced the problem, they motivated themselves with affirmation word such as "you can do it". It would help them to out of stress situation in writing process.

Social strategies facilitate learning with others and help learners understand the culture and target of the language. Learning a language involves other people and appropriate social strategies are important in this process. These strategies make the learners feel secure in learning the language. Based on table result, about 80 % of students are social strategies user where they still need someone else to check up their work. They would revise their writing after they get feedback from lecturer, it indicated the students still want to give the best result from their writing. Thus, they consider their feeling as a reader, so that they can found some mistake in their essay. In addition, about being a professional writer is not a main goal of 60% students but still they pay attention to the structure of writing.

## **2. The Way EFL Learner use the Strategies in Academic Essay**

From the interview section, researcher found that, almost all interviewee admitted that they use the new English word to linking the information which they memorize then producing new English sentences. When they write an essay, they have the basic knowledge about the chosen topic. They are linking this information with the new information then create the new English sentences with their style. Next, is about are they a kinaesthetic or not. The result is about 80% of interviewee is not a kinaesthetic but they are a visual and auditory learner. Thus, cognitive strategies, they have supported journal articles sources and pay attention to structure in essay. They do the step by step of writing essay, look up for many references and make them one. It is clue that almost 90% of students using cognitive strategies when writing essay. In addition, they

also have interest in writing for website such as Quora and Wattpad. Next is compensation strategies, researcher found that the most interesting topic to students are about experience of life and geography or nature phenomenon. The experience of life being the most favorite topic by students because experience is something that writer feel and happen. In other word, they are writing the experience same as talking to their closest friends. This strategies has 90% of users in English students department.

In metacognitive strategies, the way how the found out about the mistaken in their writing by re-read the whole text or using some tools like Grammarly or website which structure checker. Double check before collecting the writing is good way of students to avoid mistake. In addition, the use of tool or website make their time not waste to checking the mistakes. The way how they managing time is they just write in random time. Such as, when the time is at night, or when they feel relax or when they have a mood to write. Weather, there is some type of students who have setting the time to write and by setting the time it would make them more focus in writing. Next, affective strategies, researcher found that what the table result show is no different with the interview section. In the process of writing, first thing first they must have a good mood or feel relax to write something. Building the mood by listening to music or their favorite singer and some student playing the nature sound to feel relax. There is type of student who eat something sweet to feel relax, this is out of researcher prediction. In the affective strategies, feeling is important key. Thus, the way how the students expressing their feeling in writing by exchange the story, simplify the sentence and convey anything in their mind and heart. Exchanging the story is like the students telling something in their perspective,

so its subjective motive in writing. Simplify the sentence indicated the students have limited vocabulary or understanding or the students is someone with simple mind. Thus, conveys anything in their mind and heart is best way of writing when the students do not have many ideas. The last is social strategies, researcher found that students student fix or revised the part where lecturer ask to revise. These things happened because they cannot found their mistakes and do not know which part that have to revise. In considering reader feelings' they write memorable sentence or quotes and write meaningful diction/ positive language. Considering readers feeling mean the writer act like they are reader, how is the reader feeling after reading the writer essay.