

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter reported the result of the analysis of the writing strategy questionnaire administered to English Department students of Muhammadiyah University of Kendari. The major purpose of the questionnaire is to investigate and describe the use of writing strategies by students in every writing stage, as well as the students' perception on the usefulness of the strategies. The main body of this chapter fell into two main sections: the analysis of writing strategy questionnaire and the discussion on the results of questionnaire analysis.

#### A. Results of Writing Strategy Questionnaire

The data presented in this chapter are: students' strategies which covered the writing strategies employed by the students in every writing stage and the students' perception of the usefulness of the writing strategies. The data gathered from the questionnaire was calculated by using SPSS to gain the mean scores. The mean scores of all strategies were calculated to determine all participants' overall use and perceived usefulness toward the writing strategies. The collected data from the 5-point (1-5) *Likert* scale were interpreted by using the coding system from Oxford' SILL as shown in following table.

Table 7 Scale for Interpretation of Scores for the Questionnaire

Frequency	Use of strategies	Scores
High	Always or almost used	4.5 to 5.0
	Generally used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

## 1. Overall Strategy Use and Perceived Usefulness of Writing Strategies

This section provides the result of strategy use and perceived usefulness of writing strategies. It was divided into two sub sections, the overall strategy use and the perceived usefulness. The overall strategy use section describes the use of writing strategies for both groups of students: male and female, as well as the high and low proficiency students. While the perceived usefulness section describe the usefulness of writing strategies perceived by both groups of students.

### a. Overall Writing Strategy Use

The table below presents the result of overall writing strategy use for all participants. The table shows the mean scores of each writing strategies.

Table 8 Overall Writing Strategy Use

Category	Mean	<i>SD</i>	<i>N</i>
Rhetorical Strategies	3.41	1.024	140
Metacognitive Strategies	3.62	1.006	140
Cognitive Strategies	3.33	1.041	140
Social/Affective Strategies	3.30	1.184	140
Communicative Strategies	2.39	1.073	140

The table above presents the data of mean scores of group strategy used by all participants. It shows that there is a little difference on the use of four strategies (rhetorical, metacognitive, cognitive and social/affective) with quite close mean scores. It is noticeable that metacognitive strategies have the highest mean score of mean score  $\bar{x} = 3.62$ , which is categorized as high level based on Oxford's scale. It means that the students are generally use this strategy. As for the communicative strategy, it receives the lowest mean score of  $\bar{x} = 2.39$ , which is categorized as low level. It means that this strategy is generally not used by the

students. The other three strategies (rhetorical, cognitive and social/affective) were categorized as medium level, means that the students are sometimes used these strategies.

Table 9 Overall Strategy Use by Male and Female Students

Category	Male (N= 38)		Female (N=102)		<i>t</i>	<i>Sig.</i> (2-tailed)
	Mean	SD	Mean	SD		
Rhetorical Strategies	3.41	1.084	3.41	1.002	-.007	.995
Metacognitive Strategies	3.52	1.079	3.66	0.976	-1.238	.218
Cognitive Strategies	3.41	1.048	3.29	1.037	1.317	.190
Social/Affective Strategies	3.32	1.176	3.29	1.187	.264	.792
Communicative Strategies	2.47	1.104	2.36	1.061	.876	.383

The table above presents the use of writing strategies by male and female students. It is noticeable that there is a little difference on the use of four strategies (rhetorical, metacognitive, cognitive and social/affective) between the male and female students with quite close mean scores. According to the table, male students generally use strategies of rhetorical, cognitive, and social/affective more frequently than the female students. However, both groups show the highest mean scores on metacognitive strategies with  $\bar{x} = 3.52$  for male and  $\bar{x} = 3.66$  for female, which are categorized as high frequency used based on Oxford's scale. Communicative strategies receive the lowest mean scores for both groups with  $\bar{x} = 2.47$  for male and  $\bar{x} = 2.36$  for female, which are categorized as low level according to Oxford's scale. The other three categories (rhetorical, cognitive and social/affective) fell on medium level, means that these strategies were sometimes used by both male and female students. However, results from *t*-test reveal statistically there is no significant difference on the use of writing strategies for

both male and female students ( $p>0.05$ ).

Table 10 Overall Strategy Use by High and Low Proficiency Students

Category	High (N=55)		Low (N=18)		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Rhetorical Strategies	3.42	1.032	3.49	1.082	-.543	.589
Metacognitive Strategies	3.63	1.054	3.57	1.032	.339	.736
Cognitive Strategies	3.38	1.054	3.31	1.003	.547	.586
Social/Affective Strategies	3.40	1.158	3.41	1.170	-.046	.964
Communicative Strategies	2.49	1.058	2.64	1.052	-.814	.419

The use of writing strategy employed by different groups of high and low proficiency students is presented in Table 10. From the table we can reveal that there is little difference on the use of four strategies (rhetorical, metacognitive, cognitive and social/affective) with quite close mean score. The table also presents that both high and low proficiency students showed the highest mean scores on metacognitive strategies with  $\bar{x} = 3.63$  for the high proficiency and  $\bar{x} = 3.57$  for the low proficiency students. According to Oxford's scale of interpretation, these mean scores were categorized as high frequency use. On the other side, communicative strategies receive the lowest mean score for both groups. The high proficiency students show mean score of  $\bar{x} = 2.49$ , which is categorized in low level according to Oxford's scale. It means that this strategy is generally not used by high proficiency students. The low proficiency students show mean score of  $\bar{x} = 2.64$ , which is categorized as medium level. It means that the strategy is sometimes used by low proficiency students. The other three strategies (rhetorical, cognitive, and social/affective) fell in medium level of strategy use, it means that these strategies were sometimes used by both groups. Despite those little differences on the use of writing strategies, the results of *t*-test show there is no

significant difference on the use of writing strategies for both high and low proficiency students ( $p>0.05$ ).

#### **b. Overall Perceived Usefulness of Writing Strategies**

The following table presents the overall perception on the writing strategies usefulness perceived by all participants. The table shows the data of mean scores of each categories of writing strategies.

Table 11 Overall Perceived Usefulness of Writing Strategies

<b>Category</b>	<b>Mean</b>	<b><i>SD</i></b>	<b><i>N</i></b>
Rhetorical Strategies	3.54	1.019	140
Metacognitive Strategies	3.77	0.972	140
Cognitive Strategies	3.47	1.053	140
Social/Affective Strategies	3.60	1.151	140
Communicative Strategies	2.65	1.149	140

The table above presents the mean scores of perceived usefulness of writing strategies. From the table we can reveal that there is little difference on students' perception toward the four strategies (rhetorical, metacognitive, cognitive and social/affective) with quite close mean scores. The table also shows that metacognitive strategies receive the highest mean score of  $\bar{x} = 3.77$  while the communicative strategies receive the lowest mean score of  $\bar{x} = 2.65$ . According to Oxford's scale of interpretation three strategies are rated as high perception of usefulness. They are rhetorical strategies with mean of  $\bar{x} = 3.54$ ; metacognitive strategies with mean of  $\bar{x} = 3.77$  and social/affective strategies with mean of  $\bar{x} = 3.60$ . The other two strategies fall within the medium range, cognitive strategies with a mean of  $\bar{x} = 3.47$  and communicative strategies with mean of  $\bar{x} = 2.65$ . In other words, on average, the participants perceive as generally useful of

Rhetorical Strategies, Metacognitive Strategies and Social/Affective strategies; and as sometimes useful of Cognitive and Communicative strategies.

Table 12 Perceived Usefulness of Writing Strategies by Male and Female Students

Category	Male (N= 38)		Female (N= 102)		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Rhetorical Strategies	3.51	1.009	3.56	1.022	-.507	.613
Metacognitive Strategies	3.67	0.926	3.80	0.987	-1.124	.263
Cognitive Strategies	3.47	1.080	3.48	1.043	-.128	.898
Social/Affective Strategies	3.50	1.159	3.65	1.146	-1.249	.214
Communicative Strategies	2.80	1.231	2.60	1.113	1.527	.129

The table above presents the writing strategies usefulness perceived by male and female students. According to the table above, there is a little difference on students' perception toward the usefulness of four writing strategies (rhetorical, metacognitive, cognitive and social/affective) with quite close mean scores. The table also reveals that female students perceive the writing strategies generally useful than the male students apart from communicative strategies. Metacognitive strategies receive the highest mean score of  $\bar{x} = 3.67$  for male students and  $\bar{x} = 3.80$  for female students. Though the mean score of female students is high compared to male students, both male and female students perceived high usefulness of metacognitive strategies in their writing activities. Together with rhetorical and social/affective strategies, these three strategies are rated as high perception of usefulness according to Oxford's scale. In other words, male and female students perceive these three strategies as generally useful. Communicative strategies receive the lowest mean score of  $\bar{x} = 2.80$  for male students and  $\bar{x} = 2,60$  for female students. Communicative and cognitive

strategies are rated as medium range of usefulness, means on average, both male and female students perceive these two strategies as sometimes useful. However, the results of *t*-test show there is no significant difference on students' perception toward the usefulness of writing strategies for both male and female students ( $p>0.05$ ).

Table 13 Perceived Usefulness of Writing Strategies by High and Low Proficiency Students

Category	High (N=55)		Low (N=18)		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Rhetorical Strategies	3.57	1.004	3.55	1.064	.117	.908
Metacognitive Strategies	3.85	0.972	3.69	1.016	.868	.388
Cognitive Strategies	3.48	1.051	3.44	1.039	.272	.786
Social/Affective Strategies	3.62	1.147	3.69	1.201	-.382	.704
Communicative Strategies	2.88	1.146	2.79	1.100	.459	.648

The mean scores of students' perception toward the writing strategies usefulness perceived by other groups of high and low proficiency students are presented in Table 13. From the table we can reveal that metacognitive receive the highest mean score of  $\bar{x} = 3.85$  for high proficiency students which is higher than the low proficiency students with mean score of  $\bar{x} = 3.69$ . Communicative strategies receive the lowest mean score of  $\bar{x} = 2.88$  for high proficiency students and  $\bar{x} = 2.79$  for low proficiency students. For both groups, three strategies (rhetorical, metacognitive and social/affective) are rated as high perception of usefulness according to Oxford's scale. The other two strategies (cognitive and communicative) fall within the medium range. In other words, on average, both high and low proficiency students perceive as generally useful rhetorical,

metacognitive and social/affective strategies, and as sometimes useful cognitive and communicative strategies. However, the results of *t*-test show there is no significant difference on the students' perception toward the usefulness of writing strategies for both high and low proficiency students ( $p>0.05$ ).

## 2. Reported Use of Individual Writing Strategies in every Writing Stage

The overall mean of reported use writing strategies is 3.28 ( $\bar{x} = 3.28$ ) with the standard deviation 1.113 ( $SD = 1.113$ ). According to Oxford's scale for interpretation of scores, the mean score shows that the overall use of writing strategies is at medium level. It means that, on average, all of the participants sometimes use the writing strategy items listed in the questionnaire.

Table 14 Overall mean scores of writing strategies use for all participants in every writing stage

Stages	Mean	<i>SD</i>	<i>N</i>
Pre-writing	3.41	1.024	140
While-writing	3.43	1.108	140
Revising	3.43	1.108	140
Overall strategies	3.28	1.113	140

In terms of writing stages, the findings showed that there is no difference in frequencies of strategy used. As showed in Table 14, the use of writing strategies in every stage was categorized as medium. It means that, of overall writing strategy use in every stage all participants sometimes used those writing strategies.



Table 15 Overall writing strategies most frequently used

Stage	Strategies	Mean	SD	Level
Pre-Writing	I use my background (world) knowledge to help me with ideas.	3.67	0.970	High
	I make notes and plan in Indonesian before writing.	3.54	1.121	High
	I read my lesson notes, handouts, and course requirements before writing.	3.53	0.948	High
	I write an outline in Indonesian.	3.51	0.971	High
While Writing	I reread what I have written to get ideas and continue my paper.	4.14	0.853	High
	I use an English-Indonesian, Indonesian-English dictionary.	3.94	1.088	High
	I write the introduction first.	3.83	1.059	High
	If I don't know the word in English, I stop writing and look up the word in the dictionary.	3.83	1.010	High
	I only use words which I am sure are correct.	3.79	0.963	High
	If I don't know a word in English, I find a similar word that I know.	3.75	0.968	High
	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.68	0.947	High
	I simplify what I want to write if I don't know how to express my thoughts in English.	3.65	0.848	High
Revising	I use dictionary when revising the vocabulary use in my paper.	3.79	0.958	High
	I go back to my writing to edit and change the content (ideas)	3.50	1.049	High

Table 15 provides in detail the individual strategies most frequently employed by students during their writing activities. It indicates that there are fourteen individual strategies most frequently used by the students when they write in English. In comparison to the other two stages, the writing stage showed the most number of frequently used strategies. At pre-writing stage, the students chose to employ *I use my background (world) knowledge to help me with ideas*. ( $\bar{x} = 3.67$ ,  $SD = 0.970$ ) as their favorite strategy. Next, they chose *I make notes and*

*plan in Indonesian before writing.* ( $\bar{x} = 3.54$ ,  $SD = 1.121$ ). They also prefer with the strategy of *I read my lesson notes, handouts, and course requirements before writing.* ( $\bar{x} = 3.53$ ,  $SD=0.984$ ). *I write an outline in Indonesian* ( $\bar{x} = 3.51$ ,  $SD=0.971$ ) was also chosen by the students as their favorite strategy in this stage. In the while writing, most of the students chose *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 4.14$ ,  $SD= 0.853$ ) as their initial strategy in writing process. Next, the students chose the strategy of *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 3.94$ ,  $SD=1.088$ ). They also prefer the strategy of *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 3.83$ ,  $SD= 1.010$ ) to help them in their writing. Another strategies were mostly used related with the vocabulary use. They are *I only use words which I am sure are correct.* ( $\bar{x}=3.79$ ,  $SD=0.963$ ); *If I don't know a word in English, I find a similar word that I know.* ( $\bar{x} = 3.75$ ,  $SD=0.968$ ); *If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.* ( $\bar{x} = 3.68$ ,  $SD = 0.947$ ); and *I simplify what I want to write if I don't know how to express my thoughts in English* ( $\bar{x} = 3.65$ ,  $SD = 0.848$ ). Apart from that, the majority of students also choose *I write the introduction first.* ( $\bar{x} = 3.83$ ,  $SD= 1.059$ ), which is interestingly it was not their initial strategy to start their writing. For the revising stage, there were two strategies most frequently used by the students. *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x}=3.79$ ,  $SD=0.958$ ) was seemed as the favorite choice. Then followed by *I go back to my writing to edit and change the content*

(ideas) ( $\bar{x}=3.50, SD=1.049$ ).

The next section provides detail of the individual strategy use preferred by group of male and female students, as well as high and low proficiency students. For the second group, 73 out of 140 students were chosen to be categorized as the high and low proficiency group. They were chosen since they were registered in the same writing subject (Basic Writing) and were taught by the same lecture.

#### a. The Use of writing Strategies employed by Male and Female Students

The following table provides the comparison of individual strategy use preferred by male and female students in every stage. The table present the mean score of writing strategies belong to each stages.

Table 16 Use Of Writing Strategies employed by male and female students

Writing Stage	Male (N= 38)		Female (N=102)		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Pre_Writing Strategies	3.40	1.067	3.41	1.009	-.040	.969
While Writing Strategies	3.45	1.124	3.42	1.103	.303	.762
Revising Strategies	3.14	1.133	3.04	1.117	1.014	.312

Table 16 showed the result from *t*-test which is conducted in order to find out the difference use of writing strategies between male and female students. The result showed that there is no difference in the use of writing strategies in every stages employed by male and female students ( $p>0.05$ ). However, the result also showed that both male and female students use of writing strategies were categorized in medium level. It means that they sometimes use the writing

strategies in their learning activities.

Related to the individual strategies, although the mean score of each strategies were different but the t-test revealed that the differences use of those strategies were not significant ( $p>0.05$ ). Table 17 presented the comparison of mean scores from the use of individual strategies which employed by male and female students at pre-writing stage. From the table we can revealed that male students generally employed three strategies with high frequently used. They are *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x} = 3.61$ ,  $SD = 1.028$ ); *I look at more examples of good model of preferred composition written by native speaker or more proficient writer* ( $\bar{x} = 3.58$ ,  $SD = 1.056$ ); *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.58$ ,  $SD = 1.154$ ).

While for female students, they were reported of using more strategies than male students. The table showed that female students employed five strategies with high frequency used (based on Oxford's scale of interpretation). Those strategies are: *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.71$ ,  $SD = 0.897$ ); *I make notes and plan in Indonesian before writing* ( $\bar{x} = 3.61$ ,  $SD = 1.100$ ); *I write an outline or notes in Indonesian* ( $\bar{x} = 3.55$ ,  $SD = 0.961$ ); *I brainstorm ideas and write notes* ( $\bar{x} = 3.54$ ,  $SD = 0.919$ ); and *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x} = 3.50$ ,  $SD = 0.920$ ).

Table 17. Mean and standard deviation of writing strategies used in pre-writing stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
1	I read my lesson notes, handouts, and course requirements before writing.	<b>3.61</b>	1.028	3.50	0.920	.583	.561
2	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.	3.58	1.056	3.33	0.905	1.364	.175
3	I like to start writing immediately without a plan.	3.16	1.197	2.80	1.219	1.488	.139
4	I brainstorm ideas and write notes.	3.37	0.998	3.54	0.919	-.900	.370
5	I use my background (world) knowledge to help me with ideas.	3.58	1.154	<b>3.71</b>	0.897	-.687	.493
6	I make notes and plan in Indonesian before writing.	3.34	1.169	3.61	1.100	-1.249	.214
7	I write an outline of my paper in English.	3.18	0.896	3.23	0.831	-.256	.799
8	I write an outline in Indonesian.	3.42	1.004	3.55	0.961	-.692	.490

The above table also shows that in pre-writing stage, the difference on high mean score of strategy used by male and female students. Based on Oxford's scale, the generally used strategy by male students is *reading lesson notes, handouts and course requirements before writing* with mean score of  $\bar{x} = 3.61$ . While the female students choose the strategy of *using background knowledge to help with the ideas* ( $\bar{x}=3.71$ ) as the generally use strategy in this stage. However, both group choose the strategy of *starting to write immediately without the plan* (male with mean score of  $\bar{x} = 3.16$  and female with mean score of  $\bar{x} = 2.80$ ) as sometimes used strategy.

Table 18 revealed the mean scores of individual strategies employed by male and female students at while writing strategies. The result from *t*-test showed that there is no significant difference of strategy used by male and female students at while writing stage ( $p>0.05$ ). However, from the mean scores revealed different level of strategy use between male and female students (based on Oxford's scale of interpretation). According to Table 18, male students were generally use eleven strategies in while writing stage ( $\bar{x} = 3.50$ ). Those strategies are: *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 4.05$ ,  $SD= 0.804$ ); *If I don't know a word in English, I find a similar word that I know* ( $\bar{x} = 3.95$ ,  $SD= 0.899$ ); *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 3.89$ ,  $SD= 1.085$ ); *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 3.84$ ,  $SD= 1.220$ ); *I only use words which I am sure are correct* ( $\bar{x} = 3.79$ ,  $SD= 0.963$ ); *I write the introduction first* ( $\bar{x} = 3.76$ ,

*SD= 1.173); I simplify what I want to write if I don't know how to express my thoughts in English ( $\bar{x} = 3.74$ ,  $SD= 0.828$ ); If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word. ( $\bar{x} = 3.66$ ,  $SD= 1.097$ ); I stop after each sentence to read it again ( $\bar{x} = 3.61$ ,  $SD= 1.028$ ); and I stop after a few sentences or a whole paragraph ( $\bar{x} = 3.61$ ,  $SD= 0.755$ ).*

The table also reported the generally used individual strategies by female students. Compared to males, they only employed eight individual strategies which included as generally use category. Those strategies are: *I reread what I have written to get ideas and continue my paper ( $\bar{x} = 4.18$ ,  $SD= 0.872$ ); I use an English-Indonesian, Indonesian-English dictionary ( $\bar{x} = 3.97$ ,  $SD= 1.038$ ); I write the introduction first ( $\bar{x} = 3.85$ ,  $SD= 1.019$ ); If I don't know the word in English, I stop writing and look up the word in the dictionary ( $\bar{x} = 3.80$ ,  $SD=0.985$ ); I only use words which I am sure are correct ( $\bar{x} = 3.79$ ,  $SD= 0.968$ ); If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word. ( $\bar{x} = 3.69$ ,  $SD= 0.890$ ); If I don't know a word in English, I find a similar word that I know ( $\bar{x} = 3.68$ ,  $SD= 0.987$ ); and I simplify what I want to write if I don't know how to express my thoughts in English ( $\bar{x} = 3.62$ ,  $SD= 0.856$ ).*

Table 18 Mean and standard deviation of writing strategies used in while writing stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
9	I write the introduction first.	3.76	1.173	3.85	1.019	-.445	.657
10	I like to write a draft in Indonesian first and then translate it into English.	3.13	1.143	3.38	0.879	-1.379	.170
11	I write bits of the text in Indonesian and then translate them into English.	3.21	1.018	3.38	1.015	-.890	.375
12	I stop after each sentence to read it again.	3.61	1.028	3.40	0.859	1.179	.240
13	I stop after a few sentences or a whole paragraph.	3.61	0.755	3.36	0.888	1.494	.137
14	I stop after covering one idea.	3.18	0.955	3.15	0.959	.204	.839
15	I reread what I have written to get ideas and continue my paper.	<b>4.05</b>	0.804	<b>4.18</b>	0.872	-.763	.447
16	I go back to my outline and make changes in it.	3.45	0.921	3.33	0.937	.643	.521
17	I only use words which I am sure are correct.	3.79	0.963	3.79	0.968	-.025	.980
18	I use a grammar book to check things I am not sure about before or when I write.	3.32	1.068	3.32	1.118	-.037	.971
19	I simplify what I want to write if I don't know how to express my thoughts in English.	3.74	0.828	3.62	0.856	.739	.461
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.66	1.097	3.69	0.890	-.157	.875
21	If I don't know a word in English, I find a similar word that I know.	3.95	0.899	3.68	0.987	1.479	.141
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.	3.89	1.085	3.80	0.985	.472	.638
23	I use an English-Indonesian, Indonesian-English dictionary.	3.84	1.220	3.97	1.038	-.620	.536
24	I use an English-English dictionary	2.71	1.313	2.39	1.236	1.332	.185
25	I don't use a dictionary until I finish writing a draft.	2.26	1.245	2.05	1.093	.992	.323
26	I ask other students to help out when I have problems with writing.	3.08	1.024	3.39	1.091	-1.535	.127
27	I ask my teachers to help out when I have problems with writing.	3.24	1.125	3.25	1.059	-.088	.930



The above table also revealed that both groups of students chose the strategy of *rereading what have been written to get ideas and continue the paper* (male students with mean score of  $\bar{x} = 4.05$  and female students with mean score of  $\bar{x} = 4.18$ ) as the generally strategy in while writing stage with the highest mean score. Similarly, both group of students also choose the strategy of *do not use dictionary until finish writing the draft* (male students with mean score of  $\bar{x} = 2.26$  and female students with mean score of  $\bar{x} = 2.05$ ) as the generally not used strategy in this stage. The result of questionnaire shows that most students choose this strategy as *the usually not true of me*. It means that they choose to apply the strategy of *using dictionary while writing* (as showed in Table 18) which also categorized as the generally used strategy in this stage (male students with mean score of  $\bar{x} = 3.84$  and female students with mean score of  $\bar{x} = 3.97$ ).

Table 19 presented the mean scores of individual strategies use which employed by male and female students at revising stage. The *t*-test revealed that there is one strategy shows significant difference on the use of the strategy between male and female students. ( $p < 0.05$ ). The strategy is *I give myself a reward when I have finished* ( $p = 0.019$ ). It means that for this particular item, there is significant difference on the use of the strategy between male and female students. From the table, we figured out that the male students only used three individual strategies which categorized in generally use of writing strategy. Those strategies are: *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.61$ ,  $SD = 0.855$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 3.58$ ,  $SD = 1.106$ ); and *I check if my paper matches the requirements* ( $\bar{x} =$

3.50,  $SD= 0.952$ ).

Table 19 Mean and standard deviation of writing strategies used in revising stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	SD	Mean	SD		
28	I read my text aloud.	2.82	1.159	2.56	1.020	1.276	.204
29	I only read what I have written when I have finished the whole paper.	3.34	0.815	3.27	0.987	.377	.707
30	When I have written my paper, I hand it without reading it carefully.	2.42	1.130	2.30	1.124	.548	.585
31	I use dictionary when revising the vocabulary use in my paper.	<b>3.61</b>	0.855	<b>3.85</b>	0.989	-1.365	.175
32	I go back to my writing to edit and change the content (ideas)	3.45	1.108	3.52	1.031	-.361	.719
33	I go back to my writing to edit and change the grammar, vocabulary, spelling and punctuation.	3.13	1.256	3.40	0.926	-1.389	.167
34	I go back to my writing to edit and change my organization.	3.24	1.051	3.18	0.837	.353	.725
35	I focus on one thing at a time when revising (e.g. Content, structure).	3.42	1.081	3.19	1.012	1.198	.233
36	I left my first draft and start writing again.	2.87	1.143	2.62	1.063	1.216	.226
37	I check if my paper matches the requirements.	3.50	0.952	3.35	0.961	.807	.421
38	I leave the text aside for a couple of days and then I can see it in a new perspective.	2.66	0.938	2.71	0.851	-.288	.773
39	I like to discuss my work with other students when I have finished.	3.39	1.285	3.48	1.088	-.394	.694
40	I like to discuss my work with my teachers when I have finished.	2.87	1.256	2.76	1.073	.485	.628
41	I make notes or try to remember the feedback I get for my work.	3.58	1.106	3.36	1.265	.929	.354
42	I record the types of errors I made (e.g. grammar, vocabulary, organization).	3.05	1.089	2.82	0.969	1.202	.231
43	I don't usually remember the feedback I get.	2.55	1.083	2.38	1.063	.839	.403
44	I give myself a reward when I have finished.	3.21	1.044	2.75	1.031	2.367	<b>.019</b>
45	I use the feedback to help with my other English language skills.	3.37	1.149	3.23	1.274	.606	.546

According to Table 19, the female students only employed two strategies which included in generally use of strategy category. Those strategies are: *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.85$ ,  $SD = 0.989$ ); and *I go back to my writing to edit and change the content (ideas)* ( $\bar{x} = 3.52$ ,  $SD = 1.031$ ).

Moreover, the table also informs that both groups of students choose the strategy of *using dictionary in revising the vocabulary use* (male students with mean score of  $\bar{x} = 3.61$  and female students with mean score of  $\bar{x} = 3.85$ ) as the generally used strategy with the highest mean score in revising stage. The difference result showed in the lowest mean score. Male students choose the strategy of *handing the written paper without reading it carefully* ( $\bar{x} = 2.42$ ) as generally not used strategy in this stage. While female students choose the strategies of *handing the written paper without reading it carefully* ( $\bar{x} = 2.30$ ) and *do not remember the feedback* ( $\bar{x} = 2.38$ ) as the generally not used strategies in this stage.

#### **b. The Use of Individual Writing Strategies employed by High and Low Proficiency**

This section presents the result of the writing strategy used for high and low proficiency students. The data are the comparison of mean score of each writing strategies preferred by high and low proficiency students in every stage.

Table 20 Use Of Writing Strategies employed by high and low proficiency students

Variance	High (N=55)		Low (N=18)		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Pre Writing Strategies	3.45	1.062	3.41	1.060	.272	.786
While Writing Strategies	3.45	1.090	3.42	1.101	.220	.826
Revising Strategies	3.17	1.131	3.20	1.085	-.249	.804

The above table presents the mean scores of writing strategies use between high and low proficiency students. The result of *t*-test shows there is no significant difference of the writing strategies use between the high and low proficiency students ( $p>0.05$ ). However, the mean scores of wring strategies use at revising stage were lower compared with the mean scores of writing strategies use at pre-writing and while writing stages (high proficiency  $\bar{x} = 3.17$  and low proficiency  $\bar{x} = 3.20$ ). The result suggested that all mean scores of the writing strategies were in the level of medium frequency use. It means that both high and low proficiency students sometimes use the writing strategies in their writing activities.

Related to the use of individual strategies at pre-writing stage, both high and low proficiency students showed no significant difference ( $p>0.05$ ). Table 21 presented the comparison of mean scores of individual writing strategies used by high and low proficiency students at pre-writing stage. According to the table, high proficiency students employed four strategies which categorized as high frequency use. They are: *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.82$ ,  $SD= 0.964$ ); *I brainstorm ideas and write notes* ( $\bar{x} = 3.65$ ,  $SD=$

1.022); *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x} = 3.55$ ,  $SD = 0.959$ ); and *I write an outline or notes in Indonesian* ( $\bar{x} = 3.51$ ,  $SD = 0.998$ ).

While for the low proficiency students, the table showed that they employed three individual strategies which categorized as high frequency use. They are: *I write an outline or notes in Indonesian* ( $\bar{x} = 3.72$ ,  $SD = 1.018$ ); *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.67$ ,  $SD = 0.840$ ); and *I make notes and plan in Indonesian before writing* ( $\bar{x} = 3.61$ ,  $SD = 0.979$ ).

The table also informs that high proficiency students choose the strategy of *using background knowledge to help with the ideas* ( $\bar{x} = 3.82$ ) as the generally use strategy with the highest mean score compared to other strategy in pre-writing stage. While the low proficiency students choose the strategy of *writing an outline or notes in Indonesian* ( $\bar{x} = 3.72$ ) as the generally use strategy in this stage. Moreover, the lowest mean score of strategy use for high proficiency group is starting to write without plan ( $\bar{x} = 3.09$ ) which is categorized in medium level. As for the low proficiency students the strategies of *looking for more good example or preferred composition* and *writing the paper in English* have the lowest mean score ( $\bar{x} = 3.06$ ). Those strategies are categorized as medium level, it means that the students are sometimes use the strategies at pre-writing stage.

Table 21 Mean and standard deviation of writing strategies used in pre-writing stage by high and low proficiency students

No	Strategies	High Scores		Low Scores		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
1	I read my lesson notes, handouts, and course requirements before writing.	3.55	0.959	3.44	1.042	.380	.705
2	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.	3.35	1.004	3.06	1.259	.997	.322
3	I like to start writing immediately without a plan.	3.09	1.236	3.33	1.188	-.729	.469
4	I brainstorm ideas and write notes.	3.65	1.022	3.39	1.195	.918	.362
5	I use my background (world) knowledge to help me with ideas.	<b>3.82</b>	0.964	3.67	0.840	.596	.553
6	I make notes and plan in Indonesian before writing.	3.33	1.277	3.61	0.979	-.862	.392
7	I write an outline of my paper in English.	3.27	0.849	3.06	0.873	.936	.353
8	I write an outline or notes in Indonesian.	3.51	0.998	<b>3.72</b>	1.018	-.783	.436

Table 22 presented the mean scores of individual writing strategies which employed by high and low proficiency students at while writing stage. The result of *t*-test showed that there is one individual strategy showed significant difference on the use of individual writing strategies by the high and low proficiency students at while writing stage ( $p < 0.05$ ). The strategy is *I reread what I have written to get ideas and continue my paper* ( $p = 0.03$ ). It means that for this particular item, statistically there is significant difference on the use of this strategy between high and low proficiency students. However, the mean scores of the reported writing strategy use showed the difference strategies in term of level of frequency use. The high proficiency students were reported of using eight individual strategies which categorized as high frequency use ( $\bar{x} \geq 3.50$ ). Those strategies are: *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 4.27$ ,  $SD = 0.732$ ); *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 3.95$ ,  $SD = 0.870$ ); *I write the introduction first* ( $\bar{x} = 3.87$ ,  $SD = 1.106$ ); *If I don't know a word in English, I find a similar word that I know* ( $\bar{x} = 3.84$ ,  $SD = 1.014$ ); *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 3.80$ ,  $SD = 1.061$ ); *If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word* ( $\bar{x} = 3.71$ ,  $SD = 0.936$ ); *I only use words which I am sure are correct* ( $\bar{x} = 3.71$ ,  $SD = 0.875$ ); and *I simplify what I want to write if I don't know how to express my thoughts in English* ( $\bar{x} = 3.65$ ,  $SD = 0.821$ ).



Table 22 Mean and standard deviation of writing strategies used in while writing stage by high and low proficiency students

No	Strategies	High Scores		Low Scores		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
9	I write the introduction first.	3.87	1.106	3.67	0.970	.706	.483
10	I like to write a draft in Indonesian first and then translate it into English.	3.22	0.917	3.50	1.150	-1.061	.292
11	I write bits of the text in Indonesian and then translate them into English.	3.22	1.049	3.67	1.188	-1.524	.132
12	I stop after each sentence to read it again.	3.42	0.896	3.17	0.857	1.044	.300
13	I stop after a few sentences or a whole paragraph.	3.29	0.896	3.33	0.907	-.174	.862
14	I stop after covering one idea.	3.15	0.989	3.28	0.958	-.496	.621
15	I reread what I have written to get ideas and continue my paper.	<b>4.27</b>	0.732	3.78	1.060	2.216	.030
16	I go back to my outline and make changes in it.	3.42	1.013	3.44	1.097	-.094	.926
17	I only use words which I am sure are correct.	3.71	0.875	3.61	1.145	.381	.704
18	I use a grammar book to check things I am not sure about before or when I write.	3.07	1.168	2.94	0.802	.433	.667
19	I simplify what I want to write if I don't know how to express my thoughts in English.	3.65	0.821	3.44	1.042	.880	.382
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.71	0.936	3.94	0.873	-.941	.350
21	If I don't know a word in English, I find a similar word that I know.	3.84	1.014	3.61	0.850	.849	.399
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.	3.95	0.870	3.72	1.364	.814	.418
23	I use an English-Indonesian, Indonesian-English dictionary.	3.80	1.061	<b>4.00</b>	1.237	-.666	.507
24	I use an English-English dictionary	2.80	1.253	2.89	1.323	-.258	.797
25	I don't use a dictionary until I finish writing a draft.	2.36	1.207	2.28	1.018	.271	.787
26	I ask other students to help out when I have problems with writing.	3.36	1.192	3.56	0.984	-.617	.539
27	I ask my teachers to help out when I have problems with writing.	3.44	1.014	3.22	1.003	.780	.438

The low proficiency students were reported to use ten individual strategies which categorized as high frequency use. They are: *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 4.00$ ,  $SD = 1.237$ ); *If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word* ( $\bar{x} = 3.94$ ,  $SD = 0.873$ ); *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 3.78$ ,  $SD = 1.060$ ); *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 3.72$ ,  $SD = 1.364$ ); *I write the introduction first* ( $\bar{x} = 3.67$ ,  $SD = 0.970$ ); *I write bits of the text in Indonesian and then translate them into English* ( $\bar{x} = 3.67$ ,  $SD = 1.188$ ); *I only use words which I am sure are correct* ( $\bar{x} = 3.61$ ,  $SD = 1.145$ ); *If I don't know a word in English, I find a similar word that I know* ( $\bar{x} = 3.61$ ,  $SD = 0.850$ ); *I ask other students to help out when I have problems with writing* ( $\bar{x} = 3.56$ ,  $SD = 0.984$ ); and *I like to write a draft in Indonesian first and then translate it into English* ( $\bar{x} = 3.50$ ,  $SD = 1.150$ ).

The table also reveals that the high proficiency students choose the strategy of rereading the written paper to continue and get ideas ( $\bar{x} = 4.27$ ) as the highest mean score. This strategy fall into high level, means that the students are generally use this strategy in while writing stage. While the strategy of using English-Indonesian, Indonesian-English dictionary is chosen by low proficiency students as the highest mean score ( $\bar{x} = 4.00$ ). It means that this strategy is generally used by the students in this stage. As for the lowest mean score, both high and low proficiency students choose the strategy of *do not use dictionary*

*until finish writing a draft* (high proficiency students with mean score of  $\bar{x}=2.36$  and low proficiency students with mean score of  $\bar{x}=2.28$ ). This strategy falls into low level category as the students are generally not use it in this stage. This in line with the result of questionnaire which shows that most students choose this strategy as *the usually not true of me*. It means that they choose to apply the strategy of *using dictionary while writing* (as showed in Table 22).

Table 23 presented the mean scores of writing strategy used by high and low proficiency students at revising stage. The result of *t*-test showed there was no significant difference of the writing strategy use by high and low proficiency students at the revising stage ( $p> 0.05$ ). However, the mean scores showed the use of writing strategy difference in term of frequently use. The high proficiency students employed five individual strategies which categorized as high frequently use. They are: *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x}=3.84, SD=0.958$ ); *I go back to my writing to edit and change the content (ideas)* ( $\bar{x}=3.75, SD=1.075$ ); *I like to discuss my work with other students when I have finished.* ( $\bar{x}=3.67, SD=1.218$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x}=3.58, SD=1.228$ ) ; *I use the feedback to help with my other English language skills* ( $\bar{x}=3.56, SD=1.151$ ).

Table 23 Mean and standard deviation of writing strategies used in revising stage by high and low proficiency students

No	Strategies	High Scores		Low Scores		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
28	I read my text aloud.	2.82	0.964	3.00	1.138	-.664	.509
29	I only read what I have written when I have finished the whole paper.	3.33	0.924	3.33	1.029	-.023	.981
30	When I have written my paper, I hand it without reading it carefully.	2.40	0.993	2.78	1.215	-1.325	.190
31	I use dictionary when revising the vocabulary use in my paper.	<b>3.84</b>	0.958	3.56	1.097	1.042	.301
32	I go back to my writing to edit and change the content (ideas)	3.75	1.075	3.17	1.295	1.883	.064
33	I go back to my writing to edit and change the grammar, vocabulary, spelling and punctuation.	3.40	1.082	3.22	0.808	.640	.524
34	I go back to my writing to edit and change my organization.	3.18	0.983	3.44	0.784	-1.030	.307
35	I focus on one thing at a time when revising (e.g. Content, structure).	3.16	1.118	3.11	1.079	.174	.862
36	I left my first draft and start writing again.	2.60	1.132	2.78	1.003	-.594	.555
37	I check if my paper matches the requirements.	3.49	1.016	3.33	0.907	.585	.560
38	I leave the text aside for a couple of days and then I can see it in a new perspective.	2.75	0.865	2.78	0.732	-.142	.887
39	I like to discuss my work with other students when I have finished.	3.67	1.218	3.83	1.098	-.497	.621
40	I like to discuss my work with my teachers when I have finished.	2.69	1.136	3.28	1.320	-1.827	.072
41	I make notes or try to remember the feedback I get for my work.	3.58	1.228	<b>3.78</b>	1.114	-.601	.550
42	I record the types of errors I made (e.g. grammar, vocabulary, organization).	3.11	0.875	3.00	0.840	.463	.644
43	I don't usually remember the feedback I get.	2.44	1.118	2.72	1.179	-.929	.356
44	I give myself a reward when I have finished.	3.24	0.962	2.94	1.056	1.092	.279
45	I use the feedback to help with my other English language skills.	3.56	1.151	3.56	1.149	.026	.979

For low proficiency students in Table 23 also reported that they employed four individual strategies which categorized as high frequently use. They are: *I like to discuss my work with other students when I have finished* ( $\bar{x} = 3.67$ ,  $SD=1.218$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 3.78$ ,  $SD=1.114$ ); *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.56$ ,  $SD=1.097$ ); and *I use the feedback to help with my other English language skills* ( $\bar{x} = 3.56$ ,  $SD=1.149$ ).

From table we also informed that the strategy of *using dictionary in revising the vocabulary use* is chosen by the high proficiency group as generally used strategy with the highest mean score ( $\bar{x} = 3.84$ ). While the low proficiency students choose the strategy of *making notes or remembering the given feedback* as the generally used strategy with highest mean score ( $\bar{x} = 3.78$ ). As for the lower mean score, the strategies of *handing the written paper without reading it* ( $\bar{x} = 2.40$ ) and *do not remember the given feedback* ( $\bar{x} = 2.44$ ) are chosen by high proficiency students. Those strategies are categorized as low level, it means the students are generally not use these strategies in revising stage. The other group shows *do not remember the given feedback* ( $\bar{x} = 2.72$ ) as the strategy with the lowest mean score. However, with that mean score this strategy is still categorized as medium level which is sometimes used by the students in the revising stage.

### **3. Perceived Usefulness of Writing Strategy in every Writing Stage**

The overall mean of students' perception on the writing strategies usefulness is  $\bar{x} = 3.47$  with standard deviation  $SD= 1.106$ . The mean score is

categorized in medium range of perception. The result suggest that, on average, all participants perceived that the strategies listed in the questionnaire as sometimes useful in their writing activities.

Table 24 Overall mean scores of perceived usefulness of writing strategies for all participants in every writing stage

<b>Stages</b>	<b>Mean</b>	<b><i>SD</i></b>	<b><i>N</i></b>
Pre-writing	3.55	0.997	140
While-writing	3.61	1.111	140
Revising	3.30	1.124	140
Overall strategies	3.47	1.106	140

According to Table 24, the use of writing strategies in two stages are rated as high perception of usefulness as categorized in Oxford's scale. They are writing strategies used in pre-writing stage with a mean of  $\bar{x}=3.55$  ( $SD= 0.997$ ) and while writing stage with a mean of  $\bar{x} = 3.61$  ( $SD= 1.111$ ). The use of writing strategies in revising stage fall into medium range with a mean of  $\bar{x}=3.30$  ( $SD= 1.124$ ). It means that, on average, the participants perceive as generally useful writing strategies in pre-writing and while writing stage; and as sometimes useful in revising stage.

Table 25 Overall Writing Strategies Perceived most Useful

Stage	Strategies	Mean	SD	Level
Pre-writing	I use my background (world) knowledge to help me with ideas.	3.77	0.932	High
	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.	3.74	0.828	High
	I brainstorm ideas and write notes.	3.69	0.960	High
	I make notes and plan in Indonesian before writing.	3.69	1.046	High
	I write an outline or notes in Indonesian.	3.66	0.880	High
	I read my lesson notes, handouts, and course requirements before writing.	3.56	0.875	High
While Writing	I reread what I have written to get ideas and continue my paper.	4.11	0.942	High
	I use an English-Indonesian, Indonesian-English dictionary.	4.01	1.128	High
	If I don't know the word in English, I stop writing and look up the word in the dictionary.	3.96	0.978	High
	If I don't know a word in English, I find a similar word that I know.	3.94	1.023	High
	I write the introduction first.	3.93	1.123	High
	I only use words which I am sure are correct.	3.93	0.934	High
	I simplify what I want to write if I don't know how to express my thoughts in English.	3.81	0.889	High
	I ask my teachers to help out when I have problems with writing.	3.79	1.162	High
	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.77	1.088	High
	I use a grammar book to check things I am not sure about before or when I write.	3.71	1.056	High
	I ask other students to help out when I have problems with writing.	3.62	1.096	High
	I stop after each sentence to read it again.	3.59	0.967	High
Revising	I use dictionary when revising the vocabulary use in my paper.	3.83	0.967	High
	I make notes or try to remember the feedback I get for my work.	3.74	1.089	High
	I like to discuss my work with other students when I have finished.	3.71	0.991	High
	I use the feedback to help with my other English language skills.	3.61	1.160	High
	I check if my paper matches the requirements.	3.58	0.906	High
	I go back to my writing to edit and change the content (ideas)	3.56	0.998	High

The above table indicates that the students perceive more individual strategies as most useful than their strategy use. On pre-writing stage, the students perceive the most useful strategy is *I use my background (world) knowledge to help me with ideas* ( $\bar{x}=3.77$ ,  $SD=0.932$ ). Most of the students also perceive the strategy of *I look at more examples of good model of preferred composition written by native speaker or more proficient writer* ( $\bar{x}=3.74$ ,  $SD=0.828$ ) as most useful strategy to help them in building their ideas for their writing. Next, they believe that the strategies of *I brainstorm ideas and write notes* ( $\bar{x}=3.69$ ,  $SD=0.960$ ), *I make notes and plan in Indonesian before writing* ( $\bar{x}=3.69$ ,  $SD=1.046$ ) and *I write an outline in Indonesian* ( $\bar{x}=3.66$ ,  $SD=0.880$ ) are also useful to help them to plan their writing effectively. As well as the strategy of *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x}=3.56$ ,  $SD=0.875$ ) is perceived by the students as most useful strategy before starting their writing process.

For while writing stage, the students perceive more individual strategies as the most useful compare to other stages. The students perceive as most useful the strategy of *I reread what I have written to get ideas and continue my paper* ( $\bar{x}=4.11$ ,  $SD=0.942$ ). This strategy is also chosen as most frequently used by the students. Next, most of students also perceive as most useful strategy *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x}=4.01$ ,  $SD=1.128$ ). The strategies of *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x}=3.96$ ,  $SD=0.978$ ), *If I don't know a word in*



*English, I find a similar word that I know ( $\bar{x}=3.94$ ,  $SD=1.023$ ), I simplify what I want to write if I don't know how to express my thoughts in English ( $\bar{x}=3.81$ ,  $SD=0.889$ ), If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word ( $\bar{x}=3.77$ ,  $SD=1.088$ ), I use a grammar book to check things I am not sure about before or when I write ( $\bar{x}=3.71$ ,  $SD=1.056$ ), are perceived as the most useful strategies to cope with the problem related with words' choice and vocabulary use. Apart from that, the students also perceive the strategies of *I ask my teachers to help out when I have problems with writing* ( $\bar{x}=3.79$ ,  $SD=1.162$ ) and *I ask other students to help out when I have problems with writing* ( $\bar{x}=3.62$ ,  $SD=1.096$ ) as most useful strategies though they were not reported as the most frequently used. While the strategies of *I only use words which I am sure are correct* ( $\bar{x}=3.93$ ,  $SD=0.934$ ) and *I stop after each sentence to read it again* ( $\bar{x}=3.59$ ,  $SD=0.967$ ) were also perceived as most useful strategies to control the students' writing. In addition, the students perceive *I write the introduction first* ( $\bar{x}=3.93$ ,  $SD=1.123$ ) as most useful strategy in this stage.*

As for the revising stage, the students perceive the strategy *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x}=3.83$ ,  $SD=0.967$ ) as the most useful strategy with highest mean score. Another most useful strategies are *I make notes or try to remember the feedback I get for my work* ( $\bar{x}=3.74$ ,  $SD=1.089$ ), *I like to discuss my work with other students when I have finished* ( $\bar{x}=3.71$ ,  $SD=0.991$ ) and *I use the feedback to help with my other English language skills* ( $\bar{x}=3.61$ ,  $SD=1.160$ ), which are perceived as they were related to

the importance of feedback in writing activities. In addition, the students also perceive as most useful strategies of *I check if my paper matches the requirements* ( $\bar{x}=3.58, SD=0.906$ ) and *I go back to my writing to edit and change the content (ideas)* ( $\bar{x}=3.56, SD=0.998$ ).

The next section provides in detail the perceived usefulness of individual writing strategies which divided into two parts. The first part presents the comparison of writing strategies usefulness perceived by male and female students in every writing stage . The second part provides the comparison of strategy usefulness perceived by high and low proficiency students in every writing stage.

#### **a. Perceived Usefulness of Writing Strategies for Male and Female Students**

The following table provides the comparison of perceived usefulness of writing strategies by male and female students in every stages. The table present the mean score of writing strategies belong to each stages.

Table 26 Perceived Usefulness of Writing Strategies by Male and Female Students

Variance	Male		Female		<i>t</i>	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Pre Writing Strategies	3.51	0.951	3.56	1.013	-.560	.577
While Writing Strategies	3.57	1.083	3.62	1.118	-.535	.594
Revising Strategies	3.27	1.163	3.31	1.109	-.399	.691

Table 26 presents the mean scores of perceived usefulness of writing strategies between male and female students in every writing stages. The result of *t*-test shows that there is no significant difference of perceived usefulness of writing strategies between male and female students ( $p>0.05$ ). However, the mean

scores of perceived usefulness in revising stage were the lower compared to the pre-writing and while writing stage for both male and female students (male students with mean score of  $\bar{x} = 3.27$  and female students with mean score of  $\bar{x} = 3.31$ ). Based on Oxford's scale these mean scores were categorized as medium range of perception. While in pre-writing and while writing, the mean scores for both male and female students were rated as high perception of usefulness. It means that both male and female students, on average, perceive the writing strategies in pre-writing and while writing stage as generally useful, whereas in revising stage as sometimes useful.

Related to the individual strategies, although the mean score of each strategies were different but the *t*-test revealed that the differences perception of those strategies were not significant ( $p > 0.05$ ). Table 27 shows the mean scores of perceived usefulness of individual writing strategies at pre-writing stage between male and female students. The result of *t*-test shows there is no significant difference on students' perception toward the individual strategies usefulness at the pre-writing stage ( $p > 0.05$ ). The table also reveals most of the mean scores of each individual strategies were categorized as high perception according to Oxford's scale. However, male students perceived *I look at more examples of good model of preferred composition written by native speaker or more proficient writer* ( $\bar{x} = 3.95$ ,  $SD = 0.804$ ) as the most generally useful strategy with the highest mean score in this stage. The female students perceive *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.82$ ,  $SD = 0.916$ ) as the most generally useful strategy with the highest mean score.

Table 27 Perceived usefulness of writing strategies in pre-writing stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
1	I read my lesson notes, handouts, and course requirements before writing.	3.50	0.830	3.58	0.895	-.470	.639
2	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.	<b>3.95</b>	0.804	3.66	0.826	1.863	.065
3	I like to start writing immediately without a plan.	2.97	1.078	2.77	1.234	.878	.382
4	I brainstorm ideas and write notes.	3.53	0.830	3.75	1.002	-1.201	.232
5	I use my background (world) knowledge to help me with ideas.	3.63	0.970	<b>3.82</b>	0.916	-1.085	.280
6	I make notes and plan in Indonesian before writing.	3.55	1.083	3.74	1.033	-.918	.360
7	I write an outline of my paper in English.	3.50	0.893	3.47	0.898	.173	.863
8	I write an outline or notes in Indonesian.	3.47	0.893	3.73	0.869	-1.513	.132

Table 28 presents the mean scores of perceived usefulness of individual strategies between male and female students at while writing stage. The result of *t*-test shows that there are two individual strategies showed significant difference on the perceived usefulness of writing strategies at while writing stage ( $p < 0.05$ ). They are *I ask other students to help out when I have problems with writing* ( $p = 0.011$ ) and *I ask my teachers to help out when I have problems with writing* ( $p = 0.035$ ). It means that, for this particular sample, statistically both strategy items were perceived significantly different by male and female students. Based on Oxford's scale, both strategies fall into medium perception category means that the male students perceive them as sometime useful in while writing stage. As for female students, those strategies are categorized as high perception, means that they perceive them as generally useful strategies in this stage.

From the table we also revealed that most of the mean scores of each individual strategies were categorized as high perception according to Oxford's scale. However, male students perceive *I only use words which I am sure are correct* ( $\bar{x} = 3.97$ ,  $SD = 0.735$ ) as the most generally useful strategy at while writing stage. Whereas female students perceive *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 4.19$ ,  $SD = 0.941$ ) and *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 4.06$ ,  $SD = 1.106$ ) as the most generally useful strategies at while writing stage.

Table 28 Perceived usefulness of Writing strategies in while writing stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
9	I write the introduction first.	3.79	1.119	3.98	1.126	-.894	.373
10	I like to write a draft in Indonesian first and then translate it into English.	3.37	1.051	3.48	0.864	-.642	.522
11	I write bits of the text in Indonesian and then translate them into English.	3.39	0.916	3.51	0.952	-.642	.522
12	I stop after each sentence to read it again.	3.76	0.971	3.52	0.962	1.329	.186
13	I stop after a few sentences or a whole paragraph.	3.58	0.758	3.37	1.014	1.141	.256
14	I stop after covering one idea.	3.45	0.891	3.31	1.062	.690	.491
15	I reread what I have written to get ideas and continue my paper.	3.89	0.924	<b>4.19</b>	0.941	-1.638	.104
16	I go back to my outline and make changes in it.	3.55	0.921	3.40	0.882	.888	.376
17	I only use words which I am sure are correct.	<b>3.97</b>	0.753	3.91	0.996	.348	.729
18	I use a grammar book to check things I am not sure about before or when I write.	3.71	0.898	3.71	1.113	.023	.982
19	I simplify what I want to write if I don't know how to express my thoughts in English.	3.82	0.926	3.80	0.879	.070	.944
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.63	1.217	3.82	1.038	-.927	.355
21	If I don't know a word in English, I find a similar word that I know.	3.89	1.060	3.96	1.014	-.339	.735
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.	3.89	1.034	3.99	0.960	-.512	.609
23	I use an English-Indonesian, Indonesian-English dictionary.	3.87	1.189	4.06	1.106	-.887	.377
24	I use an English-English dictionary	2.89	1.331	2.81	1.175	.350	.727
25	I don't use a dictionary until I finish writing a draft.	2.71	1.431	2.28	1.181	1.790	.076
26	I ask other students to help out when I have problems with writing.	3.24	1.101	3.76	1.064	-2.586	.011
27	I ask my teachers to help out when I have problems with writing.	3.45	1.224	3.91	1.118	-2.130	.035

The table also shows that the lowest mean score of perceived writing strategy by both male and female students is the strategy of do not using dictionary until finish writing a draft (male students with the mean score of  $\bar{x} = 2.71$  and female students with means score of  $\bar{x} = 2.28$ ). Based on Oxford's scale, the male students perceive this strategy as sometimes useful strategy at while writing stage. While the female students perceive the strategy as generally not useful strategy in this stage.

Table 29 presents the mean scores of perceived usefulness of writing strategies at revising stage between male and female students. The result of *t*-test shows there is no significant difference on students' perception toward the usefulness of writing strategies at revising stage ( $p > 0.05$ ). Different with pre-writing and while writing stage, most of strategies in this stage were rated as medium range of perception based on Oxford's scale. Male students perceive five strategies categorized as generally useful. They are *I like to discuss my work with other students when I have finished* ( $\bar{x} = 3.66$ ,  $SD = 1.072$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 3.66$ ,  $SD = 1.097$ ); *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.58$ ,  $SD = 1.030$ ); *I check if my paper matches the requirements* ( $\bar{x} = 3.53$ ,  $SD = 1.109$ ); and *I go back to my writing to edit and change the content (ideas)* ( $\bar{x} = 3.50$ ,  $SD = 1.033$ ).

Table 29 Perceived usefulness of writing strategies in revising stage by male and female students

No	Strategies	Male		Female		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
28	I read my text aloud.	2.95	1.293	2.63	1.116	1.443	.151
29	I only read what I have written when I have finished the whole paper.	3.18	1.111	3.41	0.979	-1.179	.241
30	When I have written my paper, I hand it without reading it carefully.	2.63	1.282	2.37	1.193	1.119	.265
31	I use dictionary when revising the vocabulary use in my paper.	3.58	1.030	<b>3.92</b>	0.930	-1.882	.062
32	I go back to my writing to edit and change the content (ideas)	3.50	1.033	3.58	0.989	-.412	.681
33	I go back to my writing to edit and change the grammar, vocabulary, spelling and punctuation.	3.32	1.338	3.49	0.962	-.853	.395
34	I go back to my writing to edit and change my organization.	3.34	0.994	3.48	0.920	-.774	.440
35	I focus on one thing at a time when revising (e.g. Content, structure).	3.47	1.006	3.46	1.105	.063	.950
36	I left my first draft and start writing again.	2.74	1.107	2.75	1.002	-.042	.966
37	I check if my paper matches the requirements.	3.53	1.109	3.60	0.824	-.415	.679
38	I leave the text aside for a couple of days and then I can see it in a new perspective.	2.95	1.038	2.98	0.933	-.181	.857
39	I like to discuss my work with other students when I have finished.	<b>3.66</b>	1.072	3.74	0.964	.857	.683
40	I like to discuss my work with my teachers when I have finished.	3.39	1.346	3.33	1.292	.247	.805
41	I make notes or try to remember the feedback I get for my work.	<b>3.66</b>	1.097	3.77	1.089	-.562	.575
42	I record the types of errors I made (e.g. grammar, vocabulary, organization).	3.29	1.137	3.40	0.882	-.619	.537
43	I don't usually remember the feedback I get.	2.89	1.158	2.75	0.992	.758	.450
44	I give myself a reward when I have finished.	3.32	1.093	3.19	1.060	.638	.525
45	I use the feedback to help with my other English language skills.	3.45	1.132	3.68	1.170	-1.039	.301



The above table also reveals that female students perceive six strategies as generally useful. They are *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.92, SD=0.930$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 3.77, SD=1.089$ ); *I like to discuss my work with other students when I have finished* ( $\bar{x} = 3.74, SD= 0.964$ ); *I use the feedback to help with my other English language skills* ( $\bar{x} = 3.68, SD=1.170$ ); *I check if my paper matches the requirements* ( $\bar{x} = 3.60, SD=0.824$ ); and *I go back to my writing to edit and change the content (ideas)* ( $\bar{x} = 3.58, SD=0.989$ ).

In addition, the strategies of *discussing finished work with friends* ( $\bar{x}=3.66$ ) and *making notes or remembering the given feedback* ( $\bar{x}=3.66$ ) are the highest mean scores which chosen by male students in this stage. While on female students side there is only one highest mean score which refers to the strategy of *using dictionary in revising the vocabulary use* ( $\bar{x}=3.92$ ). Those strategies fall into high perception level, mean the students perceive them as generally useful in this stage. Moreover, both groups choose the strategy of *handing the finished paper without reading it* as the strategy with the lowest mean score in this stage. The mean score of this strategy from male students ( $\bar{x} = 2.63$ ) is categorized in medium level means that the students perceive it as sometimes useful strategy. The mean score of this strategy from female students ( $\bar{x}=2.37$ ) fall into low level. It means female students perceive it as generally not useful strategy.

## b. Perceived Usefulness of Writing Strategies for High and Low Proficiency Students

This section presents the result of writing strategy perception for group of high and low proficiency students. The data is the comparison of mean score of each writing strategy perceived by high and low proficiency students in every stages.

Table 30 Perceived Usefulness of Writing Strategies by high and low proficiency students

Variance	High		Low		<i>t</i>	Sig. (2-tailed)
	Mean	<i>SD</i>	Mean	<i>SD</i>		
Pre Writing Strategies	3.64	0.998	3.51	0.982	1.017	1.017
While Writing Strategies	3.60	1.087	3.49	1.126	.310	.758
Revising Strategies	3.35	1.114	3.40	1.151	-.346	.730

The table above presents the mean scores of writing strategies usefulness in every writing stage perceived by high and low proficiency students. The result of *t*-test shows there is no significant difference on students' perception toward the usefulness of writing strategies in every stages ( $p > 0.05$ ). However, the table also revealed the mean scores of writing strategies usefulness at revising stage are the low both for high and low proficiency students (high score  $\bar{x} = 3.35$  and low score  $\bar{x} = 3.40$ ). Based on Oxford's scale, these mean scores are rated as medium range of perception. In other words, both high and low proficiency students perceive the writing strategies as sometimes useful at this stage. Meanwhile, the mean scores of writing strategies usefulness at pre writing stage are categorized as high perception of usefulness (high score  $\bar{x} = 3.64$  and low score  $\bar{x} = 3.51$ ). It means that both high and low proficiency students perceive that writing strategies as generally useful at pre writing stage. According to

Oxford's scale the mean scores of writing strategies usefulness at while writing stage fall into different category. The mean score for high proficiency students is  $\bar{x} = 3.60$  which rated as high perception of usefulness, while the mean score of low proficiency students is  $\bar{x} = 3.49$  which rated as medium range of perception. In other words, high proficiency students perceive the writing strategies as generally useful at this stage, whereas the low proficiency perceive as sometimes useful.

Table 31 presents the mean scores of perceived usefulness of individual writing strategies by high and low proficiency students at pre-writing stage. The result of *t*-test shows there is no significant difference on students' perception toward the usefulness of writing strategies at pre-writing stage ( $p > 0.05$ ). The table also reveals most of the mean scores of each individual strategies were categorized as high perception according to Oxford's scale. However, high proficiency students perceived seven individual strategies rated as high perception of usefulness. They are *I brainstorm ideas and write notes* ( $\bar{x} = 3.98, SD = 0.972$ ); *I use my background (world) knowledge to help me with ideas* ( $\bar{x} = 3.96, SD = 0.881$ ); *I look at more examples of good model of preferred composition written by native speaker or more proficient writer* ( $\bar{x} = 3.67, SD = 0.904$ ); *I write an outline or notes in Indonesian* ( $\bar{x} = 3.67, SD = 0.840$ ); *I make notes and plan in Indonesian before writing* ( $\bar{x} = 3.65, SD = 1.040$ ); *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x} = 3.58, SD = 0.896$ ); and *I write an outline of my paper in English* ( $\bar{x} = 3.53, SD = 0.940$ ). In other words, high

proficiency students perceive these strategies as generally useful at pre-writing stage. The other one strategy, *I like to start writing immediately without a plan* ( $\bar{x}=3.09$ ,  $SD=1.236$ ) which falls as medium range of perception lead the high proficiency students to perceive it as sometimes useful.

Table 31 Perceived usefulness of writing strategies in pre-writing stage by high and low proficiency students

No	Strategies	High		Low		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
1	I read my lesson notes, handouts, and course requirements before writing.	3.58	0.896	3.44	0.856	.571	.570
2	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.	3.67	0.904	3.67	1.029	.024	.981
3	I like to start writing immediately without a plan.	3.09	1.236	3.00	1.029	.281	.779
4	I brainstorm ideas and write notes.	<b>3.98</b>	0.972	3.56	0.984	1.611	.112
5	I use my background (world) knowledge to help me with ideas.	3.96	0.881	<b>3.89</b>	0.832	.317	.753
6	I make notes and plan in Indonesian before writing.	3.65	1.040	3.44	1.149	.725	.471
7	I write an outline of my paper in English.	3.53	0.940	3.44	0.922	.326	.745
8	I write an outline or notes in Indonesian.	3.67	0.840	3.67	0.970	.026	.980

On the other sides, the low proficiency students only perceive four strategies rated as high perception of usefulness. They are *I use my background (world) knowledge to help me with ideas* ( $\bar{x}=3.89$ ,  $SD=0.832$ ); *I look at more examples of good model of preferred composition written by native speaker or more proficient writer* ( $\bar{x}=3.67$ ,  $SD=1.029$ ); *I write an outline or notes in Indonesian* ( $\bar{x}=3.67$ ,  $SD=0.970$ ); *I brainstorm ideas and write notes* ( $\bar{x}=3.56$ ,  $SD=0.984$ ). In other words, low proficiency students perceive these strategies as generally useful at pre-writing stage. While the other four strategies, *I read my lesson notes, handouts, and course requirements before writing* ( $\bar{x}=3.44$ ,  $SD=0.856$ ); *I make notes and plan in Indonesian before writing* ( $\bar{x}=3.44$ ,  $SD=1.149$ ); *I write an outline of my paper in English* ( $\bar{x}=3.44$ ,  $SD=0.922$ ); *I like to start writing immediately without a plan* ( $\bar{x}=3.00$ ,  $SD=1.029$ ) fall within medium range of perception. It means that the low proficiency students perceive these strategies as sometimes useful at pre-writing stage.

Table 31 also informed that the high proficiency students perceive the strategy of *brainstorming ideas and making notes* ( $\bar{x}=3.89$ ) as the generally useful strategy with the highest mean score in pre-writing stage. While the low proficiency students perceive the strategy of *using background knowledge to help with the ideas* ( $\bar{x}=3.89$ ) as generally useful strategy with the highest mean score in this stage.

Table 32 Perceived usefulness of writing strategies in while writing stage by high and low proficiency students

No	Strategies	High Scores		Low Scores		t	Sig. (2-tailed)
		Mean	SD	Mean	SD		
9	I write the introduction first.	3.95	1.145	3.67	1.372	.853	.396
10	I like to write a draft in Indonesian first and then translate it into English.	3.36	0.890	3.44	1.042	-.321	.749
11	I write bits of the text in Indonesian and then translate them into English.	3.53	0.920	3.61	0.916	-.336	.738
12	I stop after each sentence to read it again.	3.49	1.016	3.33	1.085	.562	.576
13	I stop after a few sentences or a whole paragraph.	3.29	0.975	3.17	0.786	.490	.625
14	I stop after covering one idea.	3.27	1.062	3.50	0.985	-.802	.425
15	I reread what I have written to get ideas and continue my paper.	<b>4.09</b>	0.948	3.89	1.132	.748	.457
16	I go back to my outline and make changes in it.	3.47	0.900	3.33	0.767	.590	.557
17	I only use words which I am sure are correct.	3.78	0.975	3.89	1.079	-.394	.695
18	I use a grammar book to check things I am not sure about before or when I write.	3.58	1.083	3.56	1.042	.090	.928
19	I simplify what I want to write if I don't know how to express my thoughts in English.	3.80	0.869	3.50	0.857	1.275	.206
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.	3.71	1.031	4.00	1.283	-.977	.332
21	If I don't know a word in English, I find a similar word that I know.	3.87	1.037	3.72	1.179	.517	.607
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.	4.05	0.870	3.89	1.132	.650	.518
23	I use an English-Indonesian, Indonesian-English dictionary.	3.91	1.143	<b>4.33</b>	0.970	-1.415	.161
24	I use an English-English dictionary	3.05	1.193	2.78	1.353	.827	.411
25	I don't use a dictionary until I finish writing a draft.	2.84	1.244	2.56	1.097	.855	.396
26	I ask other students to help out when I have problems with writing.	3.62	1.254	3.67	0.907	-.151	.880
27	I ask my teachers to help out when I have problems with writing.	3.76	1.186	3.83	1.249	-.214	.831

Table 32 shows the mean scores of perceived usefulness of individual writing strategies at while writing stage by high and low proficiency students. The result of *t*-test shows there is no significant difference on students' perception toward the usefulness of writing strategies at while writing stage ( $p>0.05$ ). From the table we also revealed that most of the mean scores of each individual strategies were categorized as high perception according to Oxford's scale. However, high proficiency students perceive *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 4.09$ ,  $SD= 0.948$ ); *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 4.05$ ,  $SD= 0.870$ ); *I write the introduction first* ( $\bar{x} = 3.95$ ,  $SD=1.145$ ); *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 3.91$ ,  $SD=1.143$ ); *If I don't know a word in English, I find a similar word that I know* ( $\bar{x} = 3.87$ ,  $SD=1.037$ ); *I simplify what I want to write if I don't know how to express my thoughts in English* ( $\bar{x} = 3.80$ ,  $SD=0.869$ ); *I only use words which I am sure are correct* ( $\bar{x} = 3.78$ ,  $SD=0.975$ ); *I ask my teachers to help out when I have problems with writing* ( $\bar{x} = 3.76$ ,  $SD=1.186$ ); *If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word* ( $\bar{x} = 3.71$ ,  $SD=1.031$ ); *I ask other students to help out when I have problems with writing* ( $\bar{x} = 3.62$ ,  $SD=1.254$ ); *I use a grammar book to check things I am not sure about before or when I write* ( $\bar{x} = 3.58$ ,  $SD= 1.083$ ); *I write bits of the text in Indonesian and then translate them into English* ( $\bar{x} = 3.53$ ,  $SD=0.920$ ) as generally useful strategies at while writing stage. The other strategies covered in this stage fall within the



medium level of perception, means that high proficiency students perceive them as sometimes useful strategies at this stage.

On the other sides, low proficiency students perceive *I use an English-Indonesian, Indonesian-English dictionary* ( $\bar{x} = 4.33, SD=0.970$ ); *If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word* ( $\bar{x} = 4.00, SD=1.283$ ); *I reread what I have written to get ideas and continue my paper* ( $\bar{x} = 3.89, SD=1.132$ ); *I only use words which I am sure are correct* ( $\bar{x} = 3.89, SD=1.079$ ); *If I don't know the word in English, I stop writing and look up the word in the dictionary* ( $\bar{x} = 3.89, SD=1.132$ ); *I ask my teachers to help out when I have problems with writing* ( $\bar{x} = 3.83, SD=1.249$ ); *If I don't know a word in English, I find a similar word that I know* ( $\bar{x} = 3.72, SD=1.179$ ); *I write the introduction first* ( $\bar{x} = 3.67, SD=1.372$ ); *I ask other students to help out when I have problems with writing* ( $\bar{x} = 3.67, SD=0.907$ ); *I write bits of the text in Indonesian and then translate them into English* ( $\bar{x} = 3.61, SD=0.916$ ); *I use a grammar book to check things I am not sure about before or when I write* ( $\bar{x} = 3.56, SD=1.042$ ); *I stop after covering one idea* ( $\bar{x} = 3.50, SD=0.985$ ); *I simplify what I want to write if I don't know how to express my thoughts in English* ( $\bar{x} = 3.50, SD=0.857$ ) as generally useful strategies at while writing stage. The other strategies covered in this stage fall within the medium range of perception which are rated as sometimes useful strategies at this stage.

In addition, the table is also informed at while writing stage the high proficiency students perceive the strategy of *rereading what have written to get*

*ideas* as generally useful with highest mean score ( $\bar{x} = 4.09$ ). As for the low proficiency students, they perceive the strategy of *using English-Indonesian, Indonesian-English dictionary* as the generally useful strategy with highest mean score ( $\bar{x} = 4.33$ ).

Table 33 presents the mean scores of perceived usefulness of writing strategies at revising stage by high and low proficiency students. The result of *t*-test shows that there is no significant difference on students' perception toward the usefulness of writing strategies at revising stage ( $p > 0.05$ ). The table also reveals that most of individual strategies in this stage rated as medium range of perception by high and low proficiency students. However, high proficiency students perceive six strategies as high perception of usefulness. They are *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x} = 3.76$ ,  $SD = 1.018$ ); *I like to discuss my work with other students when I have finished* ( $\bar{x} = 3.76$ ,  $SD = 1.018$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 3.76$ ,  $SD = 1.201$ ); *I go back to my writing to edit and change the content (ideas)* ( $\bar{x} = 3.73$ ,  $SD = 0.971$ ); *I use the feedback to help with my other English language skills* ( $\bar{x} = 3.65$ ,  $SD = 1.190$ ); *I check if my paper matches the requirements* ( $\bar{x} = 3.55$ ,  $SD = 0.899$ ). In other words, on average, high proficiency students perceive these strategies as generally useful at revising stage, whereas the other twelve strategies rated as medium range of perception.

Table 33 Perceived usefulness of writing strategies in revising stage by high and low proficiency students

No	Strategies	High		Low		<i>t</i>	Sig. (2-tailed)
		Mean	<i>SD</i>	Mean	<i>SD</i>		
28	I read my text aloud.	3.04	1.088	2.78	1.396	.815	.418
29	I only read what I have written when I have finished the whole paper.	3.40	0.955	3.44	1.247	-.159	.874
30	When I have written my paper, I hand it without reading it carefully.	2.78	1.228	2.78	1.215	.012	.990
31	I use dictionary when revising the vocabulary use in my paper.	<b>3.76</b>	1.018	3.72	0.895	.154	.878
32	I go back to my writing to edit and change the content (ideas)	3.73	0.971	3.56	0.984	.649	.518
33	I go back to my writing to edit and change the grammar, vocabulary, spelling and punctuation.	3.42	1.166	3.44	0.856	-.088	.930
34	I go back to my writing to edit and change my organization.	3.42	0.956	3.44	0.856	-.104	.918
35	I focus on one thing at a time when revising (e.g. Content, structure).	3.31	1.169	3.22	1.060	.280	.780
36	I left my first draft and start writing again.	2.82	1.056	2.56	0.922	.943	.349
37	I check if my paper matches the requirements.	3.55	0.899	3.83	0.786	-1.214	.229
38	I leave the text aside for a couple of days and then I can see it in a new perspective.	3.02	0.972	3.11	1.079	-.343	.733
39	I like to discuss my work with other students when I have finished.	<b>3.76</b>	1.018	<b>4.17</b>	0.857	-1.512	.135
40	I like to discuss my work with my teachers when I have finished.	3.29	1.315	3.61	1.501	-.866	.389
41	I make notes or try to remember the feedback I get for my work.	<b>3.76</b>	1.201	4.00	1.029	-.749	.456
42	I record the types of errors I made (e.g. grammar, vocabulary, organization).	3.40	0.915	3.78	0.808	-1.562	.123
43	I don't usually remember the feedback I get.	2.87	1.139	2.72	1.018	.499	.620
44	I give myself a reward when I have finished.	3.38	1.009	3.28	1.320	.351	.727
45	I use the feedback to help with my other English language skills.	3.65	1.190	3.78	1.353	-.369	.713

Moreover, the above table also shows that the low proficiency students perceive eight individual strategies rated as the high perception of usefulness. They are : *I like to discuss my work with other students when I have finished* ( $\bar{x}=4.17$ ,  $SD= 0.857$ ); *I make notes or try to remember the feedback I get for my work* ( $\bar{x} = 4.00$ ,  $SD=1.029$ ); *I check if my paper matches the requirements* ( $\bar{x} =3.83$ ,  $SD=0.786$ ); *I record the types of errors I made (e.g. grammar, vocabulary, organization)* ( $\bar{x} = 3.78$ ,  $SD= 0.808$ ); *I use the feedback to help with my other English language skills* ( $\bar{x} =3.78$ ,  $SD=1.353$ ); *I use dictionary when revising the vocabulary use in my paper* ( $\bar{x}= 3.72$ ,  $SD=0.895$ ); *I like to discuss my work with my teachers when I have finished* ( $\bar{x}= 3.61$ ,  $SD=1.501$ ); *I go back to my writing to edit and change the content (ideas)* ( $\bar{x} = 3.56$ ,  $SD = 0.984$ ). It means that, the low proficiency students perceive these strategies as generally useful at revising stage. The other strategies rated as medium range of perception which lead the low proficiency students to perceive them as sometimes useful strategies at this stage.

Related to the highest mean score, the high proficiency students perceive the strategies of *using dictionary for revising the vocabulary use* ( $\bar{x}=3.76$ ), *discussing finished paper with other students* ( $\bar{x}=3.76$ ) and *making note to remember the given feedback* ( $\bar{x}=3.76$ ) as generally useful strategies in revising stage. The strategy of *discussing finished paper with other friends* ( $\bar{x} =$

4.17) is perceived as the generally useful strategy with the highest mean score by the low proficiency students.

#### **4. Most and Least Favored Writing Strategy Items**

This section presents information related to writing strategies preferred as the most and least favored by students. The favored writing strategies were categorized by their mean scores.

##### **a. Most Favored writing strategy items**

Table 34 displays the top ten most favored writing strategy items named by male and female students. The table also indicates that male students are more likely to use cognitive strategy (four out of ten items). As for female students, they are more likely to employ vary strategies (3 social/affective, 3 cognitive, 2 rhetorical and 2 metacognitive). A comparison of the top ten most common items for male and female students reveals eight items in common between the groups.

Table 34 Most Favored Writing strategy item of male and female students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Male)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Female)</b>
1	15	Cognitive	4.05	15	Cognitive	4.18
2	21	Cognitive	3.95	23	Social/Affective	3.97
3	22	Social/ Affective	3.89	9	Rhetorical	3.85
4	23	Social/ Affective	3.84	31	Social/ Affective	3.85
5	17	Metacognitive	3.79	22	Social/ Affective	3.80
6	9	Rhetorical	3.76	17	Metacognitive	3.79
7	19	Cognitive	3.74	5	Metacognitive	3.71
8	20	Rhetorical	3.66	20	Rhetorical	3.69
9	1	Rhetorical	3.61	21	Cognitive	3.68
10	12	Cognitive	3.61	19	Cognitive	3.62

The common items identified by both male and female participants are items 15, 19 and 21 classified as “Cognitive Strategies”, items 9 and 20, classified as “Rhetorical Strategies”, items 22 and 23, classified as “Social/affective Strategies”, and item 17, classified as “Metacognitive Strategy”. These eight most common items are listed in the following table.

Table 35 Most favored strategy items identified by both male and female students

Items of Writing Strategies	
9	I write the introduction first.
15	I reread what I have written to get ideas and continue my paper
17	I only use words which I am sure are correct
19	I simplify what I want to write if I don't know how to express my thoughts in English.
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word
21	If I don't know a word in English, I find a similar word that I know
22	If I don't know the word in English, I stop writing and look up the word in the dictionary
23	I use an English-Indonesian, Indonesian-English dictionary

The two items of writing strategy most favored by male students but not for female students are item 1, which is classified as a “*Rhetorical Strategy*”, and item 12, which is classified as “Cognitive Strategy”. The two items of writing strategy most favored by female students but not for the male students are item 5, which is classified as a “*Metacognitive Strategy*”, and item 31, which is classified as “Social/affective Strategy”. The two most favored strategies by male students are listed in the Table 36.

Table 36 Most favored strategy items identified by male students but not by female students

Items of Writing Strategies	
1	I read my lesson notes, handouts, and course requirements before writing.
12	I stop after each sentence to read it again.

The following table shows the list of writing strategies which are identified as most favored by female students but not by the male students. It shows there are two strategy items which categorized as favored by female students but not by male students.

Table 37 Most favored strategy items identified by female students but not by male students

Items of Writing Strategies	
5	I use my background (world) knowledge to help me with ideas.
31	I use dictionary when revising the vocabulary use in my paper.

The ranking of the ten most favored writing strategy items by different groups is presented in Table 37. The table indicates that of group strategy, high proficiency students are more likely to use vary strategies (3 cognitive, 3 social/affective, 2 rhetorical and 2 metacognitive). The low proficiency students are more likely to apply rhetorical strategy (four out of ten items). A comparison of the top ten most common items for high and low proficiency students reveals only six items in common between the groups.

Table 38 Most Favored Writing strategy item of high and low proficiency students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (High)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Low)</b>
1	15	Cognitive	4.27	23	Social/ Affective	4.00
2	22	Social/ Affective	3.95	20	Rhetorical	3.94
3	9	Rhetorical	3.87	39	Social/ Affective	3.83
4	21	Cognitive	3.84	15	Cognitive	3.78
5	31	Social/ Affective	3.84	41	Cognitive	3.78
6	5	Metacognitive	3.82	8	Rhetorical	3.72
7	23	Social/ Affective	3.80	22	Social/ Affective	3.72
8	32	Cognitive	3.75	5	Metacognitive	3.67
9	17	Metacognitive	3.71	9	Rhetorical	3.67
10	20	Rhetorical	3.71	11	Rhetorical	3.67

Among the ten items, six were identified as the common items for both high and low proficiency students. Of those common items, 9 and 20 are classified as “Rhetorical Strategies”, 22 and 23 are classified as “Social/Affective Strategies”, 5 is classified as “Metacognitive Strategy”, and 15 is classified as “Cognitive Strategy”. The six common items are listed in Table 38.

Table 39 Most favored strategy items identified by both high and low proficiency students

<b>Items of Writing Strategies</b>	
5	I use my background (world) knowledge to help me with ideas.
9	I write the introduction first.
15	I reread what I have written to get ideas and continue my paper
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word
22	If I don't know the word in English, I stop writing and look up the word in the dictionary
23	I use an English-Indonesian, Indonesian-English dictionary



Based on Table 38, there are four items of writing strategy identified as most favored by high proficiency students but not for low proficiency students. They are items 21 and 32, which are classified as “Cognitive Strategy”, item 31, which is classified as “Social/Affective Strategy”, and item 17, which is classified as “Metacognitive Strategy”. Those four items are listed in table below.

Table 40 Most favored strategy items identified by High Proficiency students but not by low proficiency students

<b>Items of Writing Strategies</b>	
17	I only use words which I am sure are correct.
21	If I don't know a word in English, I find a similar word that I know
31	I use dictionary when revising the vocabulary use in my paper.
32	I go back to my writing to edit and change the content (ideas)

The four items of writing strategy most favored by low proficiency students but nor for the high proficiency students are items 8 and 11, which are classified as “Rhetorical Strategy”, item 39, which is classified as “Social/Affective Strategy”, and item 41, which is classified as “Cognitive Strategy”. The four items are listed below in Table 40.

Table 41 Most favored strategy items identified by low proficiency students but not by high proficiency students

<b>Items of Writing Strategies</b>	
8	I write an outline or notes in Indonesian.
11	I write bits of the text in Indonesian and then translate them into English
39	I like to discuss my work with other students when I have finished.
41	I make notes or try to remember the feedback I get for my work.

## **b. Least Favored Writing strategy Items**

Table 41 shows the top ten least favored writing strategies identified by male and female students. The strategies are ranked highest to lowest mean. From the table we can reveal that male students showed the least used for communicative strategy item (4 communicative, 3 social/affective, and 3 cognitive). While the female students had a more vary distribution on the least used of the group strategy (4 communicative, 3 social/affective, 2 cognitive and 1 rhetorical). However, of the top ten items, male and female students reveal eight items in common between the groups.

Table 42 Least Favored Writing strategy item of male and female students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Male)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Female)</b>
1	25	Communicative	2.26	25	Communicative	2.05
2	30	Communicative	2.42	30	Communicative	2.30
3	43	Communicative	2.55	43	Communicative	2.38
4	38	Communicative	2.66	24	Social/ Affective	2.39
5	24	Social/ Affective	2.71	28	Cognitive	2.56
6	28	Cognitive	2.82	36	Cognitive	2.62
7	36	Cognitive	2.87	38	Communicative	2.71
8	40	Social/ Affective	2.87	44	Social/ Affective	2.75
9	42	Cognitive	3.05	40	Social/ Affective	2.76
10	26	Social/ Affective	3.08	3	Rhetorical	2.80

The common items identified by both male and female students are items 25, 30, 38 and 43, classified as “Communicative Strategies”, items 28 and 36, classified as “Cognitive Strategies”, and items 24 and 40, classified as “ Social/Affective strategies”. Those common strategy items are showed in the

following table.

Table 43 Least favored strategy items identified by both male and female students

Items of Writing Strategies	
24	I use an English-English dictionary
25	I don't use a dictionary until I finish writing a draft.
28	I read my text aloud.
30	When I have written my paper, I hand it without reading it carefully.
36	I left my first draft and start writing again.
38	I leave the text aside for a couple of days and then I can see it in a new perspective.
40	I like to discuss my work with my teachers when I have finished.
43	I don't usually remember the feedback I get.

The two items on the least favored writing strategies were least applied by male students but not for female students are item 26, which is classified as “Social/affective strategy”, and item 42, which is classified as “Cognitive Strategy”. Those items strategies are presented in the following table.

Table 44 Least favored strategy items identified by male students but not by female students

Items of Writing Strategies	
26	I ask other students to help out when I have problems with writing.
42	I record the types of errors I made (e.g. grammar, vocabulary, organization).

The two items of writing strategies which least applied by female students but not male students are item 3, classified as “Rhetorical Strategy”, and item 44, which is classified as “Social/Affective Strategy”. Those items are listed in Table 45.

Table 45 Least favored strategy items identified by female students but not by male students

<b>Items of Writing Strategies</b>	
3	I like to start writing immediately without a plan.
44	I give myself a reward when I have finished.

The ranking of the ten least favored writing strategy items applied by high and low proficiency students is presented in Table 45. The table indicates that of group strategy, high proficiency students are vary in displaying the least used of the strategy (4 communicative, 3 social/affective, 2 cognitive and 1 rhetorical). The low proficiency students are more least to apply communicative and social/affective strategy (4 communicative, 4 social/affective, and 2 cognitive). A comparison of the top ten least common items for high and low proficiency students reveals eight items in common between the groups.

Table 46 Least Favored Writing strategy item of high and low proficiency students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (High)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Low)</b>
1	25	Communicative	2.36	25	Communicative	2.28
2	30	Communicative	2.40	43	Communicative	2.72
3	43	Communicative	2.44	30	Communicative	2.78
4	36	Cognitive	2.60	36	Cognitive	2.78
5	40	Social/ Affective	2.69	38	Communicative	2.78
6	38	Communicative	2.75	24	Social/ Affective	2.89
7	24	Social/ Affective	2.80	18	Social/ Affective	2.94
8	28	Cognitive	2.82	44	Social/ Affective	2.94
9	18	Social/ Affective	3.07	28	Social/ Affective	3.00
10	3	Rhetorical	3.09	42	Cognitive	3.00

The common items identified by both high and low proficiency students are items 25, 30, 38 and 43 , classified as “Communicative Strategies”, items 18 and 24, classified as “Social/AffectiveStrategies”, and item 38 and 36, classified as “Cognitive Strategy”. Those eight common strategy items are listed below in Table 47.

Table 47 Least favored strategy items identified by both high and low proficiency students

Items of Writing Strategies	
18	I use a grammar book to check things I am not sure about before or when I write.
24	I use an English-English dictionary
25	I don't use a dictionary until I finish writing a draft.
28	I read my text aloud.
30	When I have written my paper, I hand it without reading it carefully.
36	I left my first draft and start writing again.
38	I leave the text aside for a couple of days and then I can see it in a new perspective.
43	I don't usually remember the feedback I get.

There are two items of the least favored writing strategies which employed by high proficiency students but not low proficiency students, they include items 3, which is classified as “Rhetorical Strategy” and item 40, which is classified as a “Social/affective Strategy. Those two items are listed in the following Table 48.

Table 48 Least favored strategy items identified by High Proficiency students but not by low proficiency students

Items of Writing Strategies	
3	I like to start writing immediately without a plan.
40	I like to discuss my work with my teachers when I have finished.

Two items of the least favored writing strategies which employed by low proficiency students but not high proficiency students include item 42, which is classified as “Cognitive Strategy” and item 44, which is classified as a “Social/affective Strategy. Those two items are listed below in Table 49.

Table 49 Least favored strategy items identified by low proficiency students but not by high proficiency students

Items of Writing Strategies	
42	I record the types of errors I made (e.g. grammar, vocabulary, organization)
44	I give myself a reward when I have finished

## 5. Most and Least Useful Writing Strategy Items

This section presents information related to writing strategies perceived as the most and least useful by the students. The perceived useful writing strategies were ranked based on their mean scores.

### a. Most Useful Writing Strategy Items

Table 46 illustrates the top ten most useful strategy items perceived by male and female students. Strategies are ranked highest to lowest mean. The table reveals that of the group strategy, male students showed a preference on useful

strategy for cognitive strategy (4 cognitive, 3 social/affective, 2 rhetorical and 1 metacognitive). Female students distributed their preference for social/affective (4 social/affective, 2 cognitive, 2 rhetorical and 2 metacognitive). Of the top ten most useful strategy items, only six items are identified as the common items for both male and female students.

Table 50 Most Useful Writing Strategy Items by Male and Female Students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Male)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Female)</b>
1	17	Metacognitive	3.97	15	Cognitive	4.19
2	2	Rhetorical	3.95	23	Social/ Affective	4.06
3	15	Cognitive	3.89	22	Social/ Affective	3.99
4	21	Cognitive	3.89	9	Rhetorical	3.98
5	22	Social/ Affective	3.89	21	Cognitive	3.96
6	23	Social/ Affective	3.87	31	Social/ Affective	3.92
7	19	Cognitive	3.82	17	Metacognitive	3.91
8	9	Rhetorical	3.79	27	Social/ Affective	3.91
9	12	Cognitive	3.76	5	Metacognitive	3.82
10	18	Social/ Affective	3.71	20	Rhetorical	3.82

Within the top ten most useful strategy items, male and female students together identified six items. Of the six items, item 9 is classified as a “Rhetorical Strategy”, items 15 and 21 are classified as “Cognitive Strategy”, item 17 is classified as “Metacognitive Strategy”, and items 22 and 23 are classified as “Social/affective Strategies”. The six common items are listed below.

Table 51 Most Useful strategy items identified by both male and female students

Items of Writing Strategies	
9	I write the introduction first.
15	I reread what I have written to get ideas and continue my paper.
17	I only use words which I am sure are correct.
21	If I don't know a word in English, I find a similar word that I know
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.
23	I use an English-Indonesian, Indonesian-English dictionary.

Male students listed four items not included as female top ten. They are item 2, which is classified as “Rhetorical Strategy”, item 18, which is classified as “Social/Affective Strategy”, and items 12 and 19, which are classified as “Cognitive Strategies”. Those four items are listed in the following table.

Table 52 Most Useful strategy items identified by male students but not by female students

Items of Writing Strategies	
2	I look at more examples of good model of preferred composition written by native speaker or more proficient writer.
12	I stop after each sentence to read it again.
18	I use a grammar book to check things I am not sure about before or when I write.
19	I simplify what I want to write if I don't know how to express my thoughts in English

While Female students also listed four items not included as male top ten. They are item 5, which is classified as “Metacognitive Strategy”, item 20, which is classified as “Rhetorical Strategy”, and items 27 and 31 which are classified as “Social/affective Strategies”. Those four items are listed below:



Table 53 Most useful strategy items identified by female students but not by male students

Items of Writing Strategies	
5	I use my background (world) knowledge to help me with ideas.
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word.
27	I ask my teachers to help out when I have problems with writing.
31	I use dictionary when revising the vocabulary use in my paper.

The rank of top ten most useful strategy items by high and low proficiency students are presented in Table 53. Of the group strategy, high proficiency students showed vary distribution on the strategy usefulness preference (3 cognitive, 3 metacognitive, 2 social/affective and 2 rhetorical). While low proficiency students show the preference for social/affective strategy (4 social/affective, 3 cognitive, 2 metacognitive and 1 rhetorical). However, both group show six items in common listed in those top ten.

Table 54 Most Useful Strategy Items by High and Low Proficiency Students

	Item (strategy)	Category	Mean (High)	Item (strategy)	Category	Mean (Low)
1	15	Cognitive	4.09	23	Social/ Affective	4.33
2	22	Social/ Affective	4.05	39	Social/ Affective	4.17
3	4	Metacognitive	3.98	20	Rhetorical	4.00
4	5	Metacognitive	3.96	41	Cognitive	4.00
5	9	Rhetorical	3.95	5	Metacognitive	3.89
6	23	Social/ Affective	3.91	15	Cognitive	3.89
7	21	Cognitive	3.87	17	Metacognitive	3.89
8	19	Cognitive	3.80	22	Social/ Affective	3.89
9	17	Metacognitive	3.78	27	Social/ Affective	3.83
10	27	Social/ Affective	3.76	37	Cognitive	3.83

Within the top ten, both high and low proficiency groups reveal six

items in common. They are items 5 and 17, classified as “Metacognitive Strategies”, item 15, which is classified as “Cognitive Strategy”, items 22, 23, and 27, classified as “Social/Affective Strategies” . The six common items are listed in Table 55.

Table 55 Most Useful strategy items identified by both high and low proficiency students

Items of Writing Strategies	
5	I use my background (world) knowledge to help me with ideas.
15	I reread what I have written to get ideas and continue my paper.
17	I only use words which I am sure are correct.
22	If I don't know the word in English, I stop writing and look up the word in the dictionary.
23	I use an English-Indonesian, Indonesian-English dictionary.
27	I ask my teachers to help out when I have problems with writing.

There are four items of the most useful strategy perceived by high proficiency students but not the low proficiency students. They are item 4, which is classified as “Metacognitive Strategy”, item 9, which is classified as “Rhetorical Strategy”, and items 19 and 21, which are classified as “Cognitive Strategies”. Those four items are listed on the following Table 56.

Table 56 Most useful strategy items identified by High Proficiency students but not by low proficiency students

Items of Writing Strategies	
4	I brainstorm ideas and write notes.
9	I write the introduction first.
19	I simplify what I want to write if I don't know how to express my thoughts in English.
21	If I don't know a word in English, I find a similar word that I know.

Four items of most useful strategy perceived by low proficiency students but not high proficiency students are item 20, which is classified as “Rhetorical Strategy”, items 37 and 41, which are classified as “Cognitive Strategies”, and item 39, which is classified as “Social/Affective Strategy”. Those four items are listed below.

Table 57 Most useful strategy items identified by low proficiency students but not by high proficiency students

Items of Writing Strategies	
20	If I don't know a word in English, I write it in Indonesian and later try to find an appropriate English word
37	I check if my paper matches the requirements.
39	I like to discuss my work with other students when I have finished
41	I make notes or try to remember the feedback I get for my work.

#### **b. Least Useful Writing Strategy Items**

Table 57 presents the top ten of least useful strategy items rated by male and female students. The strategies ranked from highest to lowest mean. Of the group strategy, both male and female students show divergence of preferences. Both groups reveal their preference for least useful strategy on 4 communicative, 3 cognitive, 2 social/affective and 1 rhetorical . Within the top ten most useful strategy items, both male and female students together identified eight items.

Table 58 Least Useful Strategy Items by Male and Female Students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Male)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Female)</b>
1	30	Communicative	2.63	25	Communicative	2.28
2	25	Communicative	2.71	30	Communicative	2.37
3	36	Cognitive	2.74	28	Cognitive	2.63
4	24	Social/ Affective	2.89	36	Cognitive	2.75
5	43	Communicative	2.89	43	Communicative	2.75
6	28	Cognitive	2.95	3	Rhetorical	2.77
7	38	Communicative	2.95	24	Social/ Affective	2.81
8	3	Rhetorical	2.97	38	Communicative	2.98
9	29	Cognitive	3.18	44	Social/ Affective	3.19
10	26	Social/ Affective	3.24	14	Cognitive	3.31

Of the top ten least useful strategy items, eight items were identified as common items for both male and female students. They are item 3, classified as “Rhetorical Strategy”, item 24, classified as a “Social/affective Strategy”, items 25, 30, 38 and 43, classified as “Communicative Strategies”, and items 28 and 36, classified as “Cognitive Strategies”. The common strategy items are listed on the Table 59.

Table 59 Least Useful strategy items identified by both male and female students

<b>Items of Writing Strategies</b>	
3	I like to start writing immediately without a plan.
24	I use an English-English dictionary
25	I don't use a dictionary until I finish writing a draft.
28	I read my text aloud.
30	When I have written my paper, I hand it without reading it carefully
36	I left my first draft and start writing again.
38	I leave the text aside for a couple of days and then I can see it in a new perspective.
43	I don't usually remember the feedback I get.

There are two items listed only by male students, as part of ten most useful items. They are item 26, which is classified as “Social/affective Strategy”, and item 29, which is classified as “Cognitive Strategy”. The two items are listed below.

Table 60 Least Useful strategy items identified by male students but not by female students

<b>Items of Writing Strategies</b>	
26	I ask other students to help out when I have problems with writing.
29	I only read what I have written when I have finished the whole paper.

The two items listed only by female students, as part of ten most useful items are item 14, which is classified as “Cognitive Strategy”, and item 44, which is classified as “Social/Affective Strategies”. Those two strategy items are listed in Table 61.

Table 61 Least useful strategy items identified by female students but not by male students

<b>Items of Writing Strategies</b>	
14	I stop after covering one idea.
44	I give myself a reward when I have finished.

Table 61 presents the top ten least useful strategy items rated by high and low proficiency students. The strategies are presented from highest to lowest mean scores. The table also shows the distribution of preference on the least useful strategy among the groups. Of the group strategy, both groups distributed

their preference of least strategy usefulness for 4 communicative, 4 cognitive, 1 social/affective and 1 rhetorical. Among the ten most useful strategy items, both groups shared together nine items in common.

Table 62 Least Useful Strategy Items by High and Low Proficiency Students

	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (High)</b>	<b>Item (strategy)</b>	<b>Category</b>	<b>Mean (Low)</b>
1	30	Communicative	2.78	25	Communicative	2.56
2	36	Cognitive	2.82	36	Cognitive	2.56
3	25	Communicative	2.84	43	Communicative	2.72
4	43	Communicative	2.87	24	Social/ Affective	2.78
5	38	Communicative	3.02	28	Cognitive	2.78
6	28	Cognitive	3.04	30	Communicative	2.78
7	24	Social/ Affective	3.05	3	Rhetorical	3.00
8	3	Rhetorical	3.09	38	Communicative	3.11
9	14	Cognitive	3.27	13	Cognitive	3.17
10	13	Cognitive	3.29	35	Cognitive	3.22

Within the ten most useful strategy items, nine items were rated as common items for both groups. The items include item 3, classified as “Rhetorical Strategies”, items 13, 28, and 36, classified as “Cognitive Strategies”, items 25, 30, 38 and 43, classified as “Communicative Strategies”, and item 24, classified as “Social/affective Strategy”. Those common items are listed as follows:

Table 63 Least Useful strategy items identified by both high and low proficiency students

Items of Writing Strategies	
3	I like to start writing immediately without a plan
13	I stop after a few sentences or a whole paragraph.
24	I use an English-English dictionary
25	I don't use a dictionary until I finish writing a draft.
28	I read my text aloud.
30	When I have written my paper, I hand it without reading it carefully.
36	I left my first draft and start writing again.
38	I leave the text aside for a couple of days and then I can see it in a new perspective.
43	I don't usually remember the feedback I get

One strategy item identified by high proficiency students but not low proficiency students is item 14, which is classified as a “Cognitive Strategy”. The item strategy is showed in the Table 64.

Table 64 Least useful strategy items identified by High Proficiency students but not by low proficiency students

Items of Writing Strategies	
14	I stop after covering one idea.

The strategy item identified by low proficiency students but not high proficiency students is item 35, which is also classified as “Cognitive Strategy”. The strategy is listed below.

Table 65 Least useful strategy items identified by Low Proficiency students but not by High proficiency students

Items of Writing Strategies	
35	I focus on one thing at a time when revising (e.g. Content, structure).

## 6. Correlation between Strategy Use, Perceived Usefulness and Students' Writing Achievement.

The test of correlation was conducted to find out the correlation between the overall usage and perceived usefulness of writing strategy toward the students' writing achievement. In order to identify the degree of correlation, the interpretation of the correlation is as follows:

Table 66 Interpretation of Coefficient Correlation

Coefficient Interval	Interpretation
Less than +/- .35	Low
Between +/- .36 and +/- .65	Moderate
Above +/- .66	High

(Gay Mills & Airasian., 2006:194)

Table 66 The Correlation between Overall Usage, Perceived Usefulness of Writing Strategies and Writing Achievement

		Strategy Use	Perceived Usefulness	Writing Achievement
Strategy Use	Pearson Correlation	1	<b>.784**</b>	<b>.024</b>
	Sig. (2-tailed)		.000	.775
	N	140	140	140
Perceived Usefulness	Pearson Correlation		1	<b>.071</b>
	Sig. (2-tailed)			.406
	N		140	140
Writing Achievement	Pearson Correlation			1
	Sig. (2-tailed)			
	N			140

\*\* . Correlation is significant at the 0.01 level (2-tailed).



Table 66 presents the result of correlation between overall use and perceived usefulness of writing strategies and the students' writing achievement. The table showed that there is a very low correlation between overall strategy use and with the students' writing achievement ( $r= 0.024$ ). While the perceived usefulness of writing strategies is also showed a very low correlation with students' writing achievement ( $r= 0.071$ ). Furthermore, the table also revealed there is positive correlation between strategy use and perceived usefulness ( $r=0.784$ ). It means that the more often they use the writing strategies, the more useful they perceived the strategies.

## **B. Review of Interview Results**

The interview session was held after the questionnaire was distributed to the participants. Seven students were invited to participate in the interview, but there was one student who could not join the interview. During the interview, the interviewees were allowed to use Indonesian or English. The results of the interview were transcribed and coded to support the results of the questionnaire.

### *The importance of writing in learning English*

The result of questionnaire showed that the particular sample of this study perceived the strategies at pre-writing and while writing stage as generally useful than the strategies at revising stage. However, their perception was also

influenced by the importance of writing in their learning activities. From the interview session, the students perceived their feeling on the importance of writing.

“I think learning writing is very important, it is help us to improve our grammar skill. By learning writing I also repeat to learn the grammar knowledge which I have learnt before. In short, it can improve my other language skills”.(Interviewee 1)

“I think writing is very important because when we learn writing, we also learn the grammar/structure. We can find out whether our grammar is good or our vocabulary increased. In short, writing covers both grammar and vocabulary”.(Interviewee 2)

“Writing is very important because it will help us in writing our final thesis or when we want to finish the study. Though writing is quite difficult, because we have to master the grammar and vocabulary. Especially for me, I still have lack of grammar skill.” (Interviewee 3)

“(I think writing is important because it is very useful. Beside that, all skills are related to writing or they are related each other. Therefore, it is very important to understand all of them. (Interviewee 4)

“I think writing is very important. In writing we have to pay attention on many things, for example the grammar. Unlike speaking, we focus on understanding between the speakers. In other words, when we learn writing in English, we also learn the grammar and vocabulary skills. (Interviewee 5)

“For me, writing is very important. Because it is good for me to improve my English proficiency, especially related to my vocabulary skill.” (Interviewee 6).

They perceived the importance of writing related to the function of writing as a practice tool to help students practice and work with language they have been studying, in this case writing in English (Harmer, 2004: 31). The students perception on the importance of writing were also showed on their feeling toward English writing activities.

“I like writing in English. I enjoy it. Because it very challenging for me, how to develop the ideas based on certain topics. Some people feel scare on writing but for me it is not. I enjoy my writing activities. (interviewee 1)

“Yes, I like writing very much. Because knowing writing will make us different with others. Beside that, it will help us to increase our grammar skill (Interviewee 3)

“Yes, I do. I like writing in English because there are a lot of things that can be learned in the class like the good way to write or difficulties in writing. (Interviewee 4)

“Yes, I do. I like writing because it is one of ways to express my feeling and explore my ideas. (Interviewee 6).

The particular sample of this study, also reported their feeling related to the situation of their writing class. They describe their writing class which support them to do the writing activities.

“I enjoy my writing class, but sometimes it is too crowded, or when it is too noisy I can not concentrate with my writing”. (Interviewee 1)

“I think my writing class is just okay. It is good enough for me. The lecture first will introduce the topic, after that explain material related to the topic. At the end, we were asked to develop the topic into a good written text. Of course it makes our class enjoyable, because we found it was easy to understand what we are going to do with the assignments” (Interviewee 2).

“I think my writing class is enjoyable., its situation is already like what I need for my writing activities” (Interviewee 3).

### *Writing Difficulties*

As explained in Chapter I that the writing objective is to enable students to produce an accurate and appropriate English written text. However, writing usually involves complex activities, therefore students are sometimes face difficulties related to writing. From the interview session, the particular sample of

this study also described their problems in writing.

“When writing, I sometimes find difficulties on how to get ideas for my writing. It’s make me hard with the writing actually” (Interviewee 1).

“I usually have problem or difficulties with grammar. For example on sentence arrangement. I am confused on determining the first word for my sentence, should it be noun or others” (Interviewee 2).

“I usually have problems with grammar and vocabulary. I sometimes confused to put the right words for my writing” (Interviewee 3).

“I sometimes have problems with the way to put ideas into writing form. This is because I have lack on vocabularies and knowledge on how to write” (Interviewee 4)

#### *The importance of writing strategies in learning writing*

The result of the questionnaire revealed that the particular sample of this study were reported in medium level of writing strategies use. It means that they were sometimes use the writing strategies in their writing activities. Students’ perception is sometimes influenced by the experience, in this case the students experience on the use of the writing strategies. Therefore, they also perceived the writing strategies as sometimes useful for them. Strategies are needed to help students with time management and complexities of writing since the students usually spend more time in planning what they want to write. From the interview session, it is revealed that the students perceived the writing strategies in per-writing stage are useful for them.

“I remember sometimes I make a mind mapping. I think it is helpful because I

make mind mapping to help me exploring the ideas that I want to write”. (Interviewee 1)

“Before we start to write, the lecturer usually introduces us the topic or the type of writing that we will make. After knowing the topic, I start to make the outline of my writing. This activity is helpful since it makes my writing more focused”. (Interviewee 3)

“I usually do a brainstorming, it helps me to get some ideas for my writing. Besides, it is also useful to make the organization of a good writing”. (Interviewee 4)

At while writing stage, students are expected to stated their ideas in written text. Thus, they need to apply more strategies which help them to create a flow of thought, as well as connect their ideas into sentences and paragraphs. the students perceive that some writing strategies are useful for them.

“When I write my task and I found difficulties with vocabulary use and word choice, I think using dictionaries is very helpful”. (Interviewee 1)

“While writing I usually reread my writing for several times. It is useful to build a link on my ideas”. (Interviewee 2)

“While writing, I usually use the feedback from my friends to check and correct my writing”. (Interviewee 5)

“While writing, I reread my paragraph and sentences. This help me to make sure the sentences and the ideas were on the right place.” (Interviewee 6)

At the revising stage the particular sample of this study were reported less frequently in using writing strategies. From the interview session, it is revealed the students’ reason why they were less in using the strategies.

“When I finished with my writing’s assignment, I just left the text aside until the time to submit it. I never read or look back to my text again since it will make me feel to rewrite it again. Of course it is less useful for me since it will

make my assignment unfinished on time.” (Interviewee 2)

“After finishing my writing, I usually reread it and then I put it aside until the due date of submission.” (Interviewee 3)

“After my writing finished, I reread before I submit it”. (Interviewee 5)

Despite the less use of writing strategies in this stage, some students perceive the usefulness of the writing strategies for revising their writing and assisting them to create a good writing.

“When I have finished my writing, I usually reread it. It is useful to revise my writing, for example, when there are some inappropriate words or sentences, I can fix them. Therefore, my writing will be well organized.” (Interviewee 4)

“After my writing finished, I reread before I submit it”. (Interviewee 5)

After finishing my writing, I try to get some feedback from my lecturers or other friends. After that I can make correction and rewrite my writing/text.” (Interviewee 6)

### **C. Discussion**

The purpose of this study is to report and to describe the use of writing strategies in every writing stage as well as students’ perception on the usefulness of those strategies.

The participants of this study reported the use of the writing strategies from most to least used were: metacognitive, rhetorical, cognitive, social/affective and communicative strategies (see Table 8). Of those five strategies, the participants of this study reported metacognitive strategies as the most frequently used compared to other strategies, while the other three strategies (rhetorical,

social/affective and cognitive) are sometimes used by the students. This is in line with the result of Mu and Carrington (2007) that the students employed rhetorical strategies, metacognitive strategies, cognitive strategies and social/affective strategies in their writing practice. Moreover, Azizi, Nemati, & Estahbanati (2017) also found that there was a positive relationship between students' writing performance and their metacognitive writing strategy use. Whereas, the result for communicative strategies show that the strategies are generally not used by students. This might have happened since the strategy covers some strategies such as avoidance and reduction. As Baker and Boonkit (2004) categorized these strategies into negative strategies which are perceived as those which have negative impact on writing.

When the participants were grouped into male and female, the result presents that male students use strategies of rhetorical, cognitive and social/affective more frequently than the female students. For the other different group, high proficiency students tend to use strategies more frequently than the low proficiency students. A study by Raoofi, Chan, Mukundan & Rashid (2014) revealed that the highly proficient student writers reported using more metacognitive strategies such as organizing ideas and revising content than less skilled ones. This is also in line with the result of Liu (2015) which found that both high-level students and intermediate-levels employed more writing strategies

than the low-level ones. However, the result of statistical analysis reveals that there is no significant difference on the strategy use between both groups. As Maroof and Murat (2013) found that all students displayed approximately similar frequency use of strategies. They differed only in the type of strategies used. Different results presented in a study by Na and Yoon (2016) which revealed that even less-skilled writers used metacognitive strategies, or so-called “advanced” strategies, more often in the untimed condition than in the timed condition.

As for the perceived usefulness of writing strategies, the result shows that participants perceived rhetorical, social/affective, and metacognitive strategies as the most useful strategies in their writing activities. While the other two strategies, cognitive and communicative, are perceived as sometimes useful strategies for the students. Students’ perception is sometimes influenced by the experience, in this case the students experience on the use of the writing strategies lead the perception to occur. As described by Henson and Eller (1999) “the stimuli that we experience in our environment long enough to allow us opportunity for perception” (pp. 251). Moreover, the result also showed that there is positive correlation between the strategy use and perceived usefulness of writing strategies. Therefore, more often students use the writing strategies, the better perception they perceived toward those strategies. As explained in Sari (2013), that perception is a process of knowing everything around us. Everyone may have



different perception toward something since they have different intelligence, needs, and past experiences.

Related to the writing stage, the present study found that students of English Department reported to be in medium level of using writing strategies in their writing activities. It is consistent with the findings from Chen (2011) and Maroof and Murat (2013). The result also showed that there is no significant difference in the frequency of writing strategy use between male and female as well as the high and low proficiency students in every writing stage. It is in contrary with the results discovered in Zhang (2015) which found that female students showed higher frequency of reporting use than male students with respect to stage strategy use. Sadi and Othman (2012) also found the differences on strategies use between skilled and less skilled students in term of planning, drafting and reviewing. Moreover, Al Asmari (2013) revealed that there were significant differences in the total use of writing strategies in favour of males. However, from the descriptive statistic the students employ more strategies at the pre-writing and while writing stage than at the revising stage. Moreover, the result also presented that apart from the medium level of strategy use, the students perceived that the use of writing strategies as generally useful in their writing activities.

The result showed that the students perceived the strategies at

pre-writing and while writing stage as generally useful than the strategies at revising stage. However, their perception was also influenced by the importance of writing in their learning activities. From the interview session, the students perceived their feeling on the importance of writing.

The result from different group of high and low proficiency students showed the students are also in medium level of strategy use. It means that both groups are sometimes use the writing strategies in their writing activities. Consistent to Baker and Boonkit (2004) and Maroof and Murat (2013), this study also found no significant difference in the frequency of writing strategy use between high and low proficiency students. Eventhough the students of differing proficiency level did use some kinds of strategies in the pre-writing stage, while-writing stage and revising stage, they were still not frequent users of many of them. On the contrary, Arifin (2017) concluded that skilled writers use more effective planning and revising strategies compared to the less skilled writers. However, the descriptive statistic showed that low proficiency students employ more strategies at while writing stage than the high proficiency students. In specific, the students used more strategies at pre-writing and while writing stage than at the revising stage.

From the result of individual strategy, the particular sample of this study showed that at pre-writing stage, female students are frequently employ more

writing strategies than male students. In the specific categories of strategies, male students employ more on rhetorical strategies while female students refers to metacognitive strategies. Different with male and female group, at pre-writing stage, the high proficiency students employ more individual strategies than the low proficiency students. The students need to apply writing strategies which assist them to achieve the goal of their writing. In pre-writing stage, the students are expected to be able to generate and gain information for their writing. Seow (2001: 316) and Birnie (2015:2) suggest that the activities such as brainstorming, clustering, reading, or mapping ideas are benefit the students in planning what they want to write. Moreover, Bloom (2008: 108-109) explains that pre-writing stage usually concerns with generating idea, shaping the ideas, refining and organizing ideas. Therefore, strategies are needed to help students with time management and complexities of writing since the students usually spend more time in planning what they want to write. From the interview session, it is revealed that the students perceived the writing strategies in this stage are useful for them.

Differ with pre-writing stage, at while writing stage, male students employ more writing strategies than the female students. The result also reveals that both male and female students employ more strategies at this stage compared to other stages. While for the other groups, the low proficiency students were

reported employing more individual strategies than the high proficiency students at this stage. Since in this stage the students already have their ideas completely stated in form of written text, therefore they need to apply more strategies which help them to create a flow of thought, connect ideas into phrases or sentences on paper or from paragraphs to chapters. Bloom (2008: 111) offered the strategies of rereading, substitution and strategic use of the first language as strategies to assist the students involving in drafting and revising activities in this stage. Related to the writing activities in this stage, the students perceive that some writing strategies are useful for them.

Whereas, at the revising stage both male and female students are less frequently in using writing strategies. This is in line with the results discovered in Maroof and Murat (2013) which found that the students used more strategies in the writing stage than in the prewriting and revising stage. While on the other side, the high proficiency students employ more individual strategies in this stage. Seow (2002) argued that the objective of the revising is to improve the content and the organization of ideas so that what they want to deliver are clearly understandable by the readers. They reexamine what was written to see how effectively they have communicated their meanings to reader. To help the students achieving the goal of this stage, they need to get some suggestions and comments on their work both from teachers or other students. Therefore, the strategies of

getting respond from both teachers and other students as well as the guided proofreading are offered as the activities aimed to help the learners to focus both on the content and linguistic accuracy of their texts (Seow:2002: 319; Bloom, 2008: 112). Moreover, Seow (2002) also suggested the activity of reading aloud may help the students to revise their work. However, the result of this study showed that this strategy was less used by the students. From the interview session, it is revealed the students' reason why they were less in using the strategies.

Despite the less use of writing strategies in this stage, some students perceive the usefulness of the writing strategies for revising their writing and assisting them to create a good writing. As explained in Sari (2013) that need, past experience and personal factors which included as the functional factors that influenced someone's perception. Students' experiences in applying the writing strategies become one of factors that influenced their perception on the usefulness of those strategies. Therefore, it leads to the importance of writing strategies training for students in their classroom activities.

#### **D. Limitations of the Study**

There are some limitations related to this study which influence the interpretation of the results. The first limitation is that the study was in a small scale, which involved a small sample size, and thus affecting generalization of the

result and findings. Therefore, the conclusion was drawn limited only to the particular sample of this study. A larger sample size would provide a clearer picture of writing strategy use as well as their perceived usefulness. Moreover, the participants involved were only graduate students majoring in English. Thus, the generalization of the results to other population may be limited. As explained in Creswell (2008: 382) that it is possible for researcher to study the entire population because it is small, hence it is permitted to draw the conclusion for the entire population.

The study was also limited in the research instruments, where this study only applied questionnaire and interview as the instruments for collecting the data. The questionnaire was used to gain the data related to strategy use as well as the perceived usefulness of the strategies. In addition, the interview was conducted to gain more information related to strategy use and support the result of questionnaire. The study also used the students' writing score as the data to classified the participants into high and low proficiency group. However, the score was gained from students' final test which given by the teacher at the end of semester. Therefore, there were no standardized proficiency level, though the scores were obtained according to Assessment Criteria based on Jacob's ESL Writing Composition which applied as the regulation from the study program.

The last limitation related with the content of the Writing Strategies

Questionnaire, where the items may not be sufficient to represent all relevant writing strategies. For example, there are chances for participants to use strategies not covered in the questionnaire, such as the use of internet or other mobile applications to help them in writing. Though this study focused on adapting Mu's taxonomy of writing strategies in writing process, but Mu's taxonomy of writing strategies used to frame students' writing strategies which generated from theories of ESL writing and developed from the analysis and combination of previous ESL writing strategies classifications. As Abas and Abd Aziz N (2016) state that this classification of writing strategies has significant value for the teaching and learning of ESL writing for its clarity and convenience.