

**EFL UNDERGRADUATE STUDENTS' COGNITIVE STRATEGIES IN  
PROCESS-BASED ESSAY WRITING**

**A Thesis**

**Presented to Department of English Language Education as Partial  
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



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**YOGYAKARTA**

**2021**

**APPROVAL SHEET**

**EFL UNDERGRADUATE STUDENTS' COGNITIVE STRATEGIES IN  
PROCESS-BASED ESSAY WRITING**

**By:**

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A handwritten signature in Arabic calligraphy is visible, positioned above the supervisor's name. The signature is written in black ink on a light background.

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### STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written does not contain the work or parts of the work of other people. Except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 1 September 2021

The Writer  
  
Devi Arliyanti  
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**RATIFICATION SHEET**

**EFL UNDERGRADUATE STUDENTS' COGNITIVE STRATEGIES IN PROCESS-  
BASED ESSAY WRITING**

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## MOTTO

*Don't put until tomorrow what you can do today.*

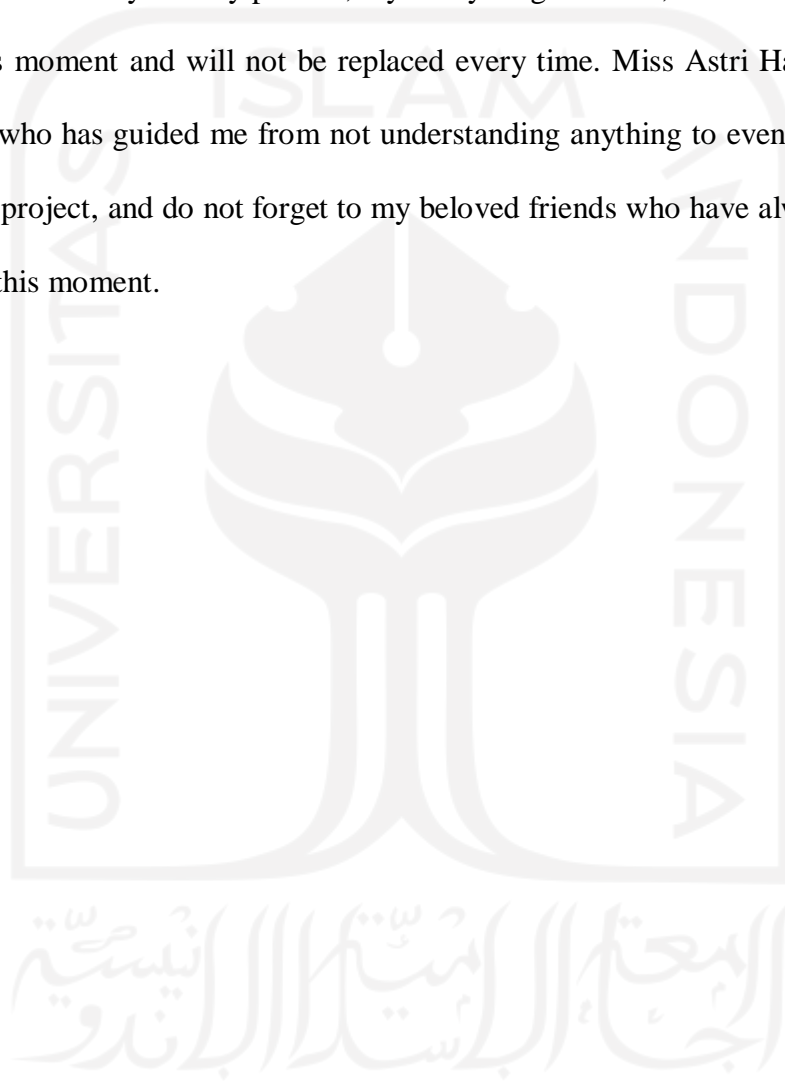
“Allah doesn't like people who procrastinate an activity or work”

- Al-Quran Surah Luqman verse 34 -



## DEDICATION

I dedicate this thesis to my loved ones, who have always been there for me, either directly or indirectly. To my parents, my two younger sisters, who have supported me up to this moment and will not be replaced every time. Miss Astri Hapsari, S.S., M. TESOL, who has guided me from not understanding anything to eventually finishing this final project, and do not forget to my beloved friends who have always supported me until this moment.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful for the health and wellness to complete this thesis and Muhammad SAW as His messengers who have brought enlightenment to his followers. For this, the writer would thanks to:

1. I'm so grateful for my parents and my two younger sisters who have given their full support.
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Yogyakarta, 1 September 2021



Devi Arliyanti



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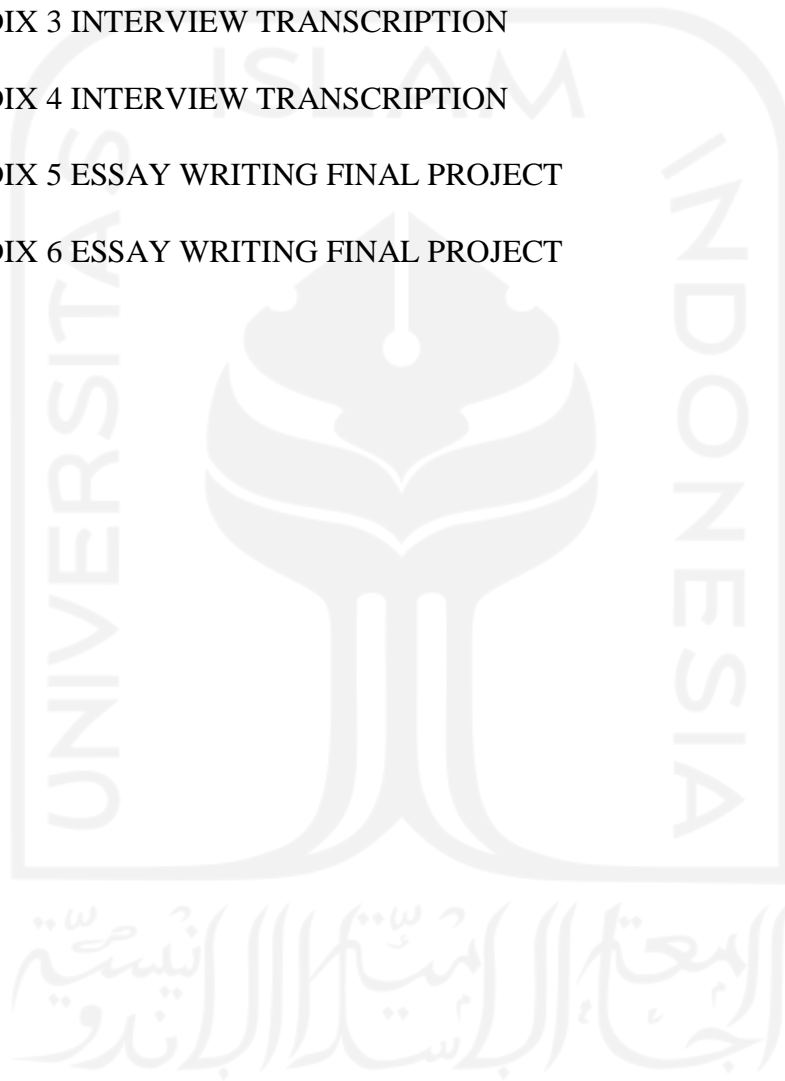
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**ABSTRACT**

The purpose of this study was to investigate the use of EFL undergraduate students' writing strategies in English essay writing. This research used a cognitive theory to examine the process of writing. The two participants were students of the English language education department batch 2019 in a private university in Yogyakarta who have completed their processes-based essay writing final project when the study was conducted. They approved the informed consent as participants in this study with qualitative research, semi-structured interviews were conducted as data collection technique. Results indicated that the use of writing strategies in the essay writing process by Rara and Kevin (the participants' pseudonym) are similar, they are more focused in formulating their position statements in planning, generating texts, and revising and editing their texts, such as revising, checking vocabulary and fixing grammar to make it easier for readers to understand.

*Keywords:* EFL essay writing, process-based writing

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

#### **1.1. Background of the Study**

Writing is one of the abilities that need to be mastered in learning language. Soltani & Kheirzadeh (2017) explain that good writers make their writing more effective using deliberate, concentrated ways of thinking called strategies. Furthermore, they also argue that choice of tactics for a writer depends on the intended audience and the interaction between the writer and the audience.

Strategies must also be ideal for what the author needs to achieve. While using a variety of strategies can be successful in certain cases, not every strategy is applicable to every essay. Flavell (1979) argues that a number of these strategies involving complex cognitive activity happen in the writing process and the use of these strategies is a purposeful cognitive action. In EFL higher education context, Chien (2012) argues that writing is usually required in higher education for papers, reports, thesis. Therefore, writing does play an important role in the field of teaching and learning.

The recent research of writing strategies that was written by Delarios et al., (1999) explored how Spanish learners of English use restructuring, an important formulation strategy in L2 composing. An important formulation strategy consisted of two small-scale studies analyzing how Spanish English learners were. The first study involved think-aloud protocols of five intermediate EFL subjects on two tasks while in the second study, the researcher analyzed the protocols of students at two proficiency levels to find the effects of L2 proficiency on the different uses of restructuring uncovered in Study 1. Results show that both groups used restructuring in L2 writing, the intermediate group restructured for compensatory purposes significantly more than the advanced group, whose main goals were of an ideational and textual nature. Thus, L2 proficiency seems to play a role in determining the focus of concerns of Restructuring in L2 composing.

In the recent five years of Indonesian context, writing is a challenging task for students whose English is their foreign language. Several researchers, such as: Dian, John, & Amir (2020) and also Ardila (2020) investigated the writing strategies used by Indonesian EFL undergraduate students. Dian et al. (2020) investigated the writing strategies utilized by English Foreign Language undergraduate students at different English proficiency levels, and their English proficiency, as indicated by the students' knowledge of receptive vocabulary, and the quality of the texts they produce. In this study, participants used three writing stages: pre-writing, drafting, and revising. Ardila



(2020) analyzed that writing strategies used differently by undergraduate students based on their abilities and gender. This study is based on sub-variables or subcategories of strategies, with each type of strategy utilizing students' use of memory, cognitive, compensatory, metacognitive, social, and affective strategies in writing. Therefore, the result of the study explain that female students more often used strategies that male students. Still in Indonesia, Abas and Aziz (2018) explored the writing strategies used by Indonesian EFL postgraduate students. However, they limited their sample to proficient student authors only. This study uses Williams' writing process model which consists of eight writing processes: prewriting, planning, drafting, pausing, reading, revising, editing, and publishing. The findings show that student writers apply a five-step writing process and use ten writing strategies: (1) Clarifying Strategies (2) Focusing Strategies (3) Relying on past writing experiences (4) Taking advantage of the first language/culture (5) Using current experience or feedback to adjust strategies (6) Looking for models (7) Using strategy taught in the writing class (8) Accommodating the teacher's requirements (9) Resisting the teacher's requirements (10) Managing competing demands. Nanik et al. (2019) investigated the use of writing strategies in high and low achievers. The study applied a qualitative method approach. Structured interview and open-ended questionnaire. In this study researcher use Petric and Czarl's writing strategies taxonomy (2003), they categorize writing strategies into three main types of writing strategies, there are before writing, when writing, and after

writing strategies. The result of this study showed that all twenty writing strategies investigated in this research were employed by the subjects; secondly, high achievers employ writing strategies more frequently than those with low achievers.

From all the previous studies in the context of higher education, each study uses different theories to frame writing strategies in their research in different coursework setting. In order to enriches studies on EFL writing strategies in higher education context and fill the gap of research in essay writing coursework, the researcher decided to investigate the use of writing strategies from cognitive approach in Essay Writing Coursework.

## **1.2 Identification of the problem**

Due to several processes of using writing strategies in previous studies, especially in the Indonesian context, this research makes attempts to fill the gap. This research investigates the use of EFL undergraduate students' writing strategies in cognitive theory of process-based essay writing final project. Essay writing is offered in semester 2 in the private university where the study was conducted. The private university is located in Indonesia and use English as a foreign language. At the same department where the research was conducted, the same process-based writing had been implemented in paragraph writing coursework in semester 1 and should be enrolled by the students before they continue to essay writing coursework (Hapsari & Ratu, 2019). Therefore, the use of students' writing strategies in essay writing

coursework which is also process-based is interesting to be investigated because the strategies should be different in the essay writing process, even though both implemented process-based writing.

### **1.3 Limitation of the problem**

Researchers focus on how undergraduate students' use writing strategies in their English essay writing as a foreign language.

### **1.4. Formulation of the Problem**

Based on some empirical studies mention above, the problem of this research is formulated in the following question: what strategies do undergraduate students use in the process of English essay writing?

### **1.5. Objective of the study**

The purpose of this study is to investigate the use of undergraduate students' writing strategies as a foreign language in English essay writing.

### **1.6. Significance of the study**

This research will contribute on empirical and practical ground. On empirical discussion, this study provides additional evidence on how writing strategies are applied in essay writing final project by EFL undergraduate students in a private university. On practical grounds, the study will be useful because for the readers

especially gives information to teachers about what strategies used by EFL undergraduate students in process-based essay writing final projects.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses literature review which contextualize EFL writing strategies in higher education context, cognitive theory on writing process and strategies along with some relevant studies, and theoretical framework.

#### **2.1. EFL Writing Strategies in Higher Education Context**

According to Ardila (2020), writing strategies is defined as conscious decisions made by writers to solve writing problems. Mu and Carrington (2007) based on their opinion, in choosing what writing strategy to use the user is very conscious. In addition, they explain the purpose of using writing strategies that aim to solve a writing problem.

In the context of EFL higher education, essay writing should have different theories and strategies, that has been explained in previous studies (Delarios, Murphy, & Manchon, 1999; Dian, John, & Amir, 2020; Ardila, 2020). In this study, researchers used cognitive theory as a research model. According to Flower and Hayes (1981) this model is important for several reasons. First, it helps prepare theoretical models that spark broad discussion by researchers about the empirical writing process. Second, it establishes interdisciplinary links between composition studies, cognitive science, and psychology.

## **2.2. Cognitive Theory of Writing Processes and Strategies**

According to Flower and Hayes (1981), there are three writing process that a first language (L1) / second language (L2) writer may undergo during writing based on Cognitive theory.

### **2.2.1. Planning**

Planning is divided into three sub-strategies: generating ideas, organizing, and goal setting. According to Flower and Hayes' model, generating ideas consists of retrieving relevant information from the task environment and long-term memory, which is a storehouse of knowledge about discourses and topics. Organizing entails selecting the material retrieved by the generating process and organizing them into writing. The other sub-strategy of planning is goal setting. In this sub-strategy, some materials from the generating process are criteria that are used to judge the text in terms of meeting the goal specified.

Table 2- 1 Sub-strategies of planning process

No.	Sub-strategies
1. <b>Generating Ideas</b>	Students need to develop skills for getting what they know about a topic down on paper and generating ideas or finding additional facts.
2. <b>Organizing</b>	Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole.
3. <b>Goal Setting</b>	Students can generate ideas in a writing, these ideas lead to more complex goals.

### 2.2.2. Composing (Translating)

The second part of the writing process, the act of composing referred to as translating, is when a writer puts his/her ideas into visible language, an activity in which the writer transforms his/her ideas from a linear or hierarchical plan into sentences. It involves putting ideas into language (text generation) and then into written words (transcription) to create cohesive and coherent texts.

### **2.2.3. Reviewing**

Reading and editing are the sub-strategies of reviewing. In these sub-strategies, the writer examines any material written with the goal of correcting anything that would prevent the text from meeting the established goals. This cognitive strategy includes correcting grammatical errors and altering the contents of the writing. Reviewing is a conscious process in which writers choose to read and examine what they have written either as a springboard to further translating or with an eye to systematically evaluating or revising the text.

According to Flower and Hayes (1981), the ability to think and to coordinate the focus of attention among various strategies to ensure progress and quality of writing are careful monitoring of the writing process. To be a proficient writer, a person needs to actively regulate and monitor his or her own progress towards cognitive goals, this process is referred to as executive control Hayes (1996). Through monitoring, the writer switches back and forth between different strategies in the writing process.

The previous study about the use of writing strategies was many, but only several of them followed the theory of writing strategies from Flower and Hayes (1981), the following section will explain few research that were categorized as the research that researcher describes above.



Raimes (1987) examine ESL student writers at various levels of instruction, explain their writing strategies as demonstrated in think-aloud protocols, and compare their composing behaviors to what we know about native speaker student writers. This study used think-aloud composing to collect the data. Therefore, the result of this showed that L1 basic writers and L2 writers had many strategies in common, and students in nonremedial courses consistently engaged in more interaction with the emerging texts. Then, the second research from Chien (2012) investigate students' use of writing strategies in their English Writing. This research used a cognitive theory to examine the process of writing. It used videotaped think-aloud protocol and interviews. Results indicated that compared to low-achieving student writers, high-achieving student writers were more aware of and focused more on formulating their position statement in planning, generating text, and revising and editing their text, such as changing the meaning and fixing grammatical and spelling errors during their review.

Inspired by researcher Chien (2012) follows the theory used in the study. His study about students' use of writing strategies in English writing uses the cognitive theory of Flower and Hayes (1981), this theory consists of three processes and five strategies. Referring to this theory, undergraduate students should have various processes and strategies used in writing their essay writing.

### 2.3. Theoretical Framework

The theory chosen by researchers from previous studies will be further developed in this study. There are several writing processes based on Cognitive theory, including planning, composing, and reviewing are the three major processes that a first language (L1) or second language (L2) writer may undergo during writing.

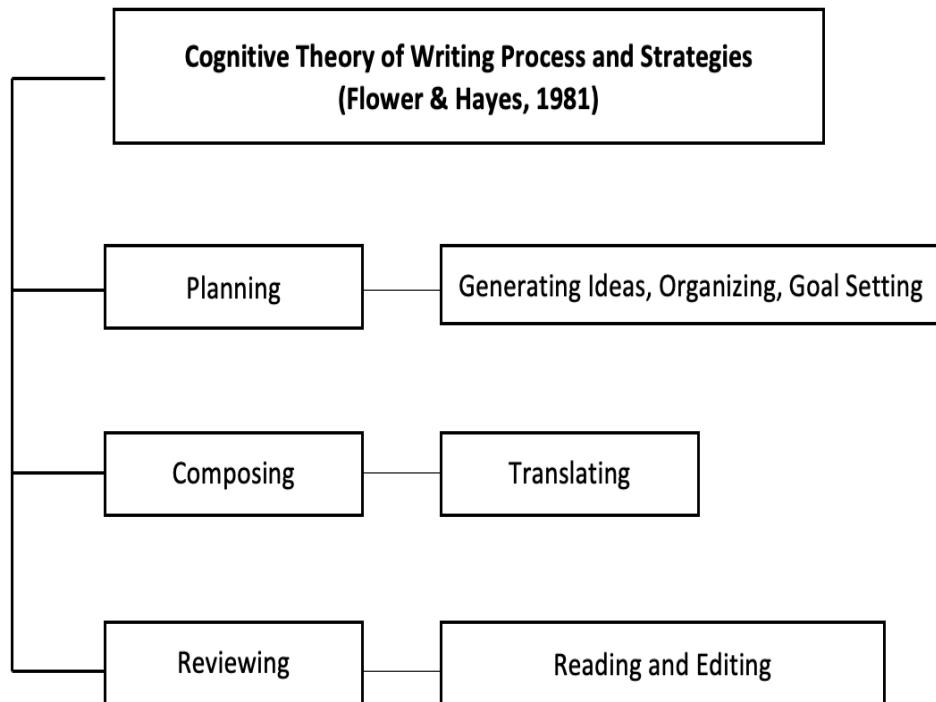


Figure 2. 1 Cognitive Theory of Writing Processes and Strategies

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the methodology of the study. It covers the design, setting, participants, data collection and data analysis techniques.

#### **3.1. Research Design**

This research aims to investigate the use of undergraduate students' writing strategies as a foreign language in English essay writing coursework. To find out what strategies they use in English essay writing, researcher used descriptive qualitative method for collecting the data. According to Lambert (2012) descriptive qualitative study is the simplest study compared to other qualitative studies, using approach with a pre-existing theoretical commitment.

#### **3.2. Research Setting**

The research was conducted in the essay writing class and involves two undergraduate students. Essay writing consists of several classes, each class is taught by the same lecturer, after taking an essay writing class, students can write a short essay that demonstrate the ability to interpret an essay question, undertake basic research, make notes, outline a plan, write a first draft, and submit a final version of the essay, including a reference list. Participants study at one of the private universities in Indonesia. Participants are experienced students who have completed their processes-

based essay writing coursework. In the final essay writing assessment, students are instructed by the lecturer to choose one of the four proposed essay topics, then students must find references to support their arguments and the essay must be written in around 500 words.

### **3.3 Research Participants**

It involves two undergraduate students who have completed their process-based essay writing course in semester 2. Participants study at one of the private universities in Indonesia majoring in English education. Participants consist of female students and male students. Researcher call female students as Rara and male students as Kevin they are both 22 years old. They are in different classes, Rara from class B and Kevin from class A, but they are taught by the same lecturer.

### **3.4 Data Collection**

This study will use *semi-structured interviews* to collect the data. A semi-structured interview is the most used format in teaching research and language learning. Therefore, *semi-structured interviews* are popular in the social sciences because of their independence from a single theoretical framework or epistemological perspective. Qualitative semi-structured interviews can be used to analyze participants' experiences, meanings, and the reality of their experiences, as well as to investigate how these

experiences, realities, and meanings may be shaped by discourses, assumptions, or ideas that exist in larger society Evans (2018).

In impossible conditions to collect the data directly during Covid-19, this study only uses online *interview* by using voice note via WhatsApp application to collect their process-based essay writing, starting from compose the introduction, body paragraph and conclusion.

### **3.5 Data Analysis Techniques**

The first step of an interview session, the respondent must introduce their identity by mentioning their name, age, major, what class they are from. That general information will be included as a personal participant data.

Based on the Braun and Clark (2006), The step in analyzing the data in this study are as followed:

- a. The first step, familiarizing with the data by re-reading the transcript data. From the obtained data, the researcher conducted a meaning, pattern that related to the data.
- b. Second, generating initial codes by taking notes on the text that will be analyze. Mark the participant answer related to the theoretical framework by put a comment and text highlight color.

- c. Third, search for themes by sorting different code into potential themes and collating all the relevant data.
- d. Fourth, reviewing themes. In this phase, researcher reviewed and refining the collected data extract into a big group and a small group.
- e. The fifth step is defining and naming themes. The first things to do is defining, defining is a process of identifying the essence of each theme is about and determining what aspect of the data each theme capture. After that, naming the themes.
- f. The last step is producing the report.

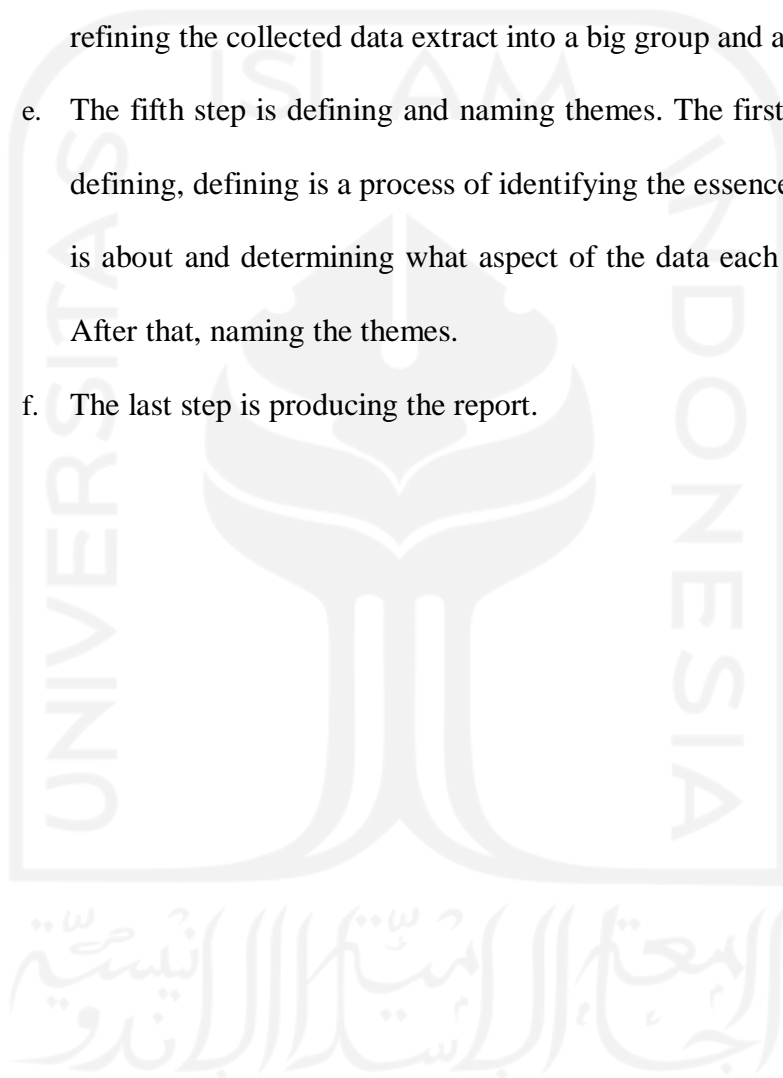


Table 3- 1 Interview Questions

Definition	Concept	Component	Interview Questions
<p>There are three stages that a first language (L1) / second language (L2) writer may undergo during writing based on Cognitive theory</p> <p>Flower and Hayes (1981)</p>	1. Planning	<ul style="list-style-type: none"> <li>- Generating Ideas</li> <li>- Organizing</li> <li>- Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>- Can you tell me about how you can get some relevant information related to the topic in essay writing?</li> <li>- Can you explain to me how you are selecting materials and arranging them into well-structured sentences?</li> <li>- Can you explain to me how you come up with ideas in an essay writing?</li> </ul>
	2. Composing	<ul style="list-style-type: none"> <li>- Translating</li> </ul>	<ul style="list-style-type: none"> <li>- How do you generate the text related to your topic?</li> </ul>
	3. Reviewing	<ul style="list-style-type: none"> <li>- Reading and editing</li> </ul>	<ul style="list-style-type: none"> <li>- How do you evaluate your essay writing results?</li> </ul>

### **3.6 Thematising and Coding**

The researcher wrote down the interview results in the form of two table transcripts for Rara and Kevin because the interviews were completed at different times. Then the researcher analyzed the transcript by coding using thematic analysis method. From the results of the analysis, the researchers regrouped into one big theme with three sub-themes and five sub-themes of category keywords. The next section will explain in more detail about the coding that has been made previously.

Thematising is a method that is specifically used to categorize data based on themes from interview data. According to Braun and Clarke (2006) Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) in data. Organize and explain our data set in more detail, then interpret it into various aspects according to our research topic. The themes and the sub-themes can be seen in the following table as the sample:



*Table 3-2 Thematizing matrix*

<b>THEMES</b>	<b>SUB-THEMES</b>		<b>CODING</b>
Cognitive theory of writing processes and strategies	Planning	Generating Ideas	P/GI/RA/001
			P/GI/KE/001
		Organizing	P/O/RA/001
			P/O/KE/001
		Goal Setting	P/GS/RA/001
			P/GS/KE/001
	Composing	Translating	C/GT/RA/001
			C/GT/KE/001
	Reviewing	Reading and editing	R/RE/RA/001
			R/RE/KE/001

After coding the evidence from the data source, the researcher will present an explanation of the meaning of each coding listed in table 4-2 below:

*Table 3-3 Coding System*

<b>Coding Sample</b>	<b>Meaning</b>
P/GI/RA/001	'P' is for Planning. 'GI' is for Generating Ideas sub-theme. 'RA' is for Rara means that the data found in Rara interview transcript. '001' means it is from interview transcript line 1.
P/O/KE/001	'P' is for Planning. 'O' is for Organizing sub-theme. 'KE' is for Kevin means that the data found in Kevin interview transcript. '001' means it is from interview transcript line 1.
P/GS/RA/001	'P' is for Planning. 'GS' is for Goal Setting sub-theme. 'RA' is for Rara means that the data found in Rara interview transcript. '001' means it is from interview transcript line 1.
C/GT/KE/001	'C' is for Composing. 'GT' is for Generating Text sub-theme. 'KE' is for Kevin means that the data found in Kevin interview transcript. '001' means it is from interview transcript line 1.
R/RE/RA/001	'R' is for Reviewing. 'RE' is for Reading and Editing sub-theme. 'RA' is for Rara means that the data found in Rara interview transcript. '001' means it is from interview transcript line 1.

From the results of the interviews, the researchers analyzed and concluded the research data. Three themes: (1) Planning Process (2) Composing Process (3) Reviewing Process. In general, the results of the interviews showed that the use of writing strategies in writing essay writing by Rara and Kevin was similar, from the preparation of the introduction, body paragraph and conclusion. One thing that distinguishes, it is from the point of view of each participant in writing, Rara considers

that writing is one of the treatments for her, because she likes to write anything (Appendix 3), while Kevin considers that writing is something very boring (Appendix 4).



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussion to answer the research question: What strategies do undergraduate students use in a process based of English essay writing? The data were analyzed in the form of interviews with Rara (Appendix 3) and Kevin (Appendix 4).

#### **4.1. Findings**

In this study, the interview with Rara was conducted on Saturday, July 10, 2021 from 11.00 AM to 13.05 PM, and the interview with Kevin was conducted on Sunday, July 11, 2021 from 15.00 PM to 17.00 PM. The findings are presented based on the order of cognitive strategies that the participants experienced during the three stages of process-based writing: planning, composing and reviewing. As Flower and Hayes (1981) elaborated, planning stage include cognitive strategies, such as: generating idea, organizing and goal setting. Meanwhile, composing stage includes only one cognitive strategy: translating. Finally, reviewing stage consists of cognitive strategies, such as: reading and editing.

##### **4.1.1. Planning**

In planning process when participants want to write an essay, they select one of the four topics that have been determined by the lecturer. The two participants chose

different topics, that Rara chose the topic about "Death Penalty Should be Banned", while Kevin chose the topic about "The importance of using smartphones in students' higher education". Then, after determining the topic, participants tried to find out some references related to the topic, and to make their essays organized and easy to understand, participants take notes and make an outline of the topic. Each of the sub essay formats such as introduction, body paragraph and conclusion, participants will fill in the important points of the sub essay formats.

#### 4.1.1.1 Generating Ideas

After determining an interesting topic, they continue to collect some information related to the topic they have chosen, or it can be called generating ideas. In this strategy to get the information, Rara reads several books or articles related to the chosen topic, also she is browsing about the topic. (P/GI/RA/003). Unlike Kevin, he looks for relevant information from google scholar, and he also looks for several journals to support his essay writing. (P/GI/KE/003). Therefore, they have used the same strategy in generating ideas.

“Mmm... why can I collect his data, because **I read several books or articles and also eee... I'm browsing about sir. William.**” (P/GI/RA/003)

“Okay, mmm... **I'm looking for relevant information to support my essay writing from Google Scholar**, since long ago, even before I went to college, I really liked looking for some sources on Google Scholar

because these sources are very reliable compared to using blocks or another google account, well besides google scholar, ee... **I'm also looking for some journals or we can say e... articles, yes, to support mm... the contents of my essay writing at that time.**" (P/GI/KE/003)

In generating ideas strategies, Rara and Kevin determine their respective topics, where orders from their essay writing final project are given four choices of topics and are required for them to choose one. After determining the topic, Rara continues to look for relevant information related to the chosen topic, starting from reading books or articles, and browsing about topics that will be used as text. Not different with Kevin, to support his final project of essay writing, he looks for information through Google Scholar and reads several journals or articles.

#### **4.1.1.2 Organizing**

The process of organizing is very important in creative thinking and discovery, because it can form new concepts and group ideas. This strategy allows the writer to identify several categories in a text, such as introduction, body paragraph and conclusion.

**"Well... and if the topic I have chosen is understood, I will first write down the organization, like eee... what can I write in the introduction, body paragraph and conclusion."** (P/O/RA/004)

"Eee... to organize sentences or choose content for my introduction, or body paragraph or even in the conclusion, **I get used to using key terms**

**or keywords uhuk...(cough) from ee... what will I look for in the introduction. For the body paragraph, I usually take it in the literature review section or in the methodology section before participants.” (P/O/KE/004)**

In organizing strategies, Rara must understand the topic that she has chosen, then after she understands it, she immediately organizes each sentence according to the introduction, body paragraph and conclusion. While Kevin, he uses key terms or keywords in an article, then he arranges and adapts it to the sentence into an essay.

#### **4.1.1.3 Goal Setting**

Goal setting is indeed the third strategy of the planning process.

The setting of an essay is created by the author. Therefore, they organize and generate new ideas in their essay writing. In this study, participants have different goals in the preparation of their essay writing, because in the final project they choose different topics.

**“My goal is to write eee... this article, because I want to warn people out there and also to myself not to easily judge other people from... maybe from emm... just someone else's fault, what should we look for eee ... we have to look for evidence eee... which is so vital that he's actually wrong.” (P/GS/RA/002)**

**“Why did i choose this topic? Because uh... in this era, ehek (cough)... many of us are not just students, but parents of high school students or teachers really need smartphones, even though in the days before the pandemic we were forbidden especially when I was at school it is forbidden to bring cellphones or smartphones, but now smartphones are used as very important tools, we can say the**

**second book, the second handbook that we must bring to school.”  
(P/GS/KE/002)**

According to the statement above, the two participants have similarities and differences in determining goal setting in essay writing. what they have in common is to create goals that fit their chosen topic. The difference is the goals they create are different because each of them chooses a different topic. The two participants have different ways to improve their goal setting in a text. Therefore, different goals can be affected to the development of student's essay writing.

#### **4.1.2. Composing**

The second part of the writing process, the act of composing referred to as translating, is when Rara and Kevin puts their ideas into visible language, an activity in which the writer transforms his/her ideas from a linier into sentences. It involves putting ideas into language (text generation) and then into written words (transcription) to create cohesive and coherent texts.

##### **4.1.2.1 Translating**

Translating is basically the process of putting ideas into visible language. Translating has the same meaning as transcription, that to emphasize the specific qualities of the task. Where Rara and Kevin get some information related to topics that they have read from several



journals or articles and compiled into an outline that will be used as an essay.

“Previously we have learned about step-by-step ee... how to make an effective article, **so we have learned how to outline**, learn.... **The way to outline is the correct vocab and the correct article**, so we also must adjust eee... which vocab we must choose, which is not too difficult, aaa... not too happy, not too easy, so it's easy for readers to understand.”  
(C/GT/RA/004)

“Before compiling essay writing into a sentence, **I started by making an outline from introduction, body paragraph then conclusion, after the outline was finished,**” (P/O/KE/005)

In the composing process, Rara and Kevin are taught by the same lecturer, and they are taught step by step outline making. Therefore, the way of preparation is also the same between Rara and Kevin, before they make an essay, they make an outline of the introduction, body paragraph and conclusion, and they are also taught how to make an outline with the correct vocab and the appropriate article.

#### 4.1.3. Reviewing

Reviewing is a time to evaluate essays, especially by examining and checking for errors. This is the last process in essay writing, the strategies used in this process are reading and editing. In this process writers involve adding, deleting, replacing, and transferring ideas and words as they rework and polish their essays.

#### 4.1.3.1 Reading and Editing

In these strategies, Rara and Kevin carefully reread and evaluate the content and organization of their essays and revise and edit their essays to make their essay more interesting and easier to understand by readers.

“I mmm... **skimming and scanning my own essay**, where **I have to revise eee...the structure of the ee... sentence that I use and maybe there is no plagiarism that I made in the words, I have to also check the grammar**, and sometimes I also consult with the lecturer in essay writing.” (R/RE/RA/005)

“**I revised, I read it again**, ee... of course I read it again according to the topic that I chose and whether it was in accordance with the outline I had made, out of the box or in the box. **The second point, I tend to prefer to look for other journals and I only read it from introduction section or abstract section.**” (R/RE/KE/005)

In the reviewing process, participants used reading and editing strategies to make their final essays more interesting and easier for readers to understand. Both participants, Rara and Kevin revised their essays by re-reading the text, checking plagiarism and grammar, and even looking for other journals in the revision process.

## 4.2 Discussion

In general, the results of the interview data obtained from the interviews show that the two participants have the similar use of writing strategies in cognitive theory when they write the final project of the essay writing. But both participants have their

own experiences and problems when doing essay writing. The use of writing strategies based on cognitive theory by Rara and Kevin: In the planning process participants select one of four interesting topics to be discussed in their essay writing final project. Then, looking for relevant information such as journal and article, before participant write their essay, participants take notes and make an outline of the topic and fill in the important points of the sub essay formats to make their essay organized. This strategy is relevant to Nanik et al. (2019) result of the time planning showed based on the analysis, the subjects made a time calculation in their mind instead of writing it on the paper and planed the time allocation of the writing process. In the composing process, after participants make the planning, participants put their ideas into visible language, an activity is transforming their ideas from a linier into sentences. It involves putting ideas into language or text generation and then into written words transcription to create cohesive and coherent texts. In the reviewing process according to participants, to make the essay writing final project better and more interesting and easier to understand by the reader, participants skimmed and scanned their own essay, where they have to revise and see, also checking plagiarism and grammatical error and conduct consultations with the lecturers of essay writing. This is relevant to the statement of Chien (2012) that however, revision is at the heart of the writing process, as it is through revision that ideas originate and evolve, and meanings are reshaped and defined. All

the high-achieving students in Chine's' study said they re-read their essays and revising at least once during their interviews.

Based on the experience of Rara, writing is one of the treatments for her, because she likes to write anything. Besides from writing essays about academics, she also often writes diaries and short stories. The problem faced when she writes, it is difficult to get brilliant ideas related to the topic that will be written in her essay wiring. Unlike Kevin, writing is a masterpiece that is inscribed from our ideas and thoughts that are converted into writing, whether this writing use a pen or typing. The problem felt by Kevin is laziness, according to him, writing is a very boring thing. We can see that this contrasts with Rara who likes to write. In the process of essay writing, Kevin needs support from the surrounding environment, it can from family and friends so that they can be more advanced.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides a summary of the research based on the findings and discussion, moreover the researcher also provides useful suggestions for future researchers who are conducting the same research related to writing strategies in a process-based essay writing coursework.

#### 5.1 Conclusion

The findings suggest that Rara and Kevin concentrate more on clearly stating their position during planning, generating more text, and doing more revision and editing during the review process.

This study shows that in the planning process, there are three strategies in this process, there are generating ideas, organizing and goal setting. In generating ideas strategies, even though Rara and Kevin chose different topics, both of them apply similar strategies on generating more references from journals, articles, and books related to the topic that they chose. However, Rara and Kevin have different cognitive strategies in organizing. Rara organized her writing from the outline while Kevin organized his writing based on the key words. In goal setting strategies, participants have different goals of essay writing, but both of them agreed to consider their target readers in setting the goal of their writing.

In composing process, based on final project of essay writing, both participants create outline of the introduction, body paragraph and conclusion before continuing to make structured sentences. Lastly, reviewing process consists of reading and editing strategies. In this strategies, participant Rara and Kevin revised their essays by re-reading the text, checking plagiarism and grammar, and even looking for other journals in the revision process.

## **5.2 Suggestion**

Based on this research, the researcher would like to provide some suggestions for additional research into the use of writing strategies in a process based EFL essay writing. Future research needs to conduct interviews with teachers to find out how teachers give grades for students' essay writing final assignments. Moreover, what strategies do students need to understand when they want to write essays. This can affect students' understanding of the material provided by the teacher, and students' development in the use of writing strategies. Finally, researcher hope this research can provide insight and additional knowledge to students who are compiling essay writing coursework.

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## APPENDIX 1 CONSENT FORM

### INFORMED CONSENT

#### (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Nur' Aini

Umur : 22 Tahun

Jenis Kelamin : Perempuan

Pekerjaan: Mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“Undergraduate Students’ Writing Strategies in a Process-Based EFL Writing Coursework”** dan bersedia untuk:

1. Diobservasi terkait topik penelitian
2. Diwawancarai terkait topik penelitian
3. Memberikan rekaman video mengajar sebagai data observasi
4. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 10 Juli 2021

Peneliti

Partisipan,



Devi Arliyanti

Nur' Aini

## INFORMED CONSENT

### (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Angger Satrio

Umur : 22 Tahun

Jenis Kelamin : Laki-laki

Pekerjaan: Mahasiswi

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul “**Undergraduate Students’ Writing Strategies in a Process-Based EFL Writing Coursework**” dan bersedia untuk:

1. Diobservasi terkait topik penelitian
2. Diwawancarai terkait topik penelitian
3. Memberikan rekaman video mengajar sebagai data observasi
4. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 10 Juli 2021

Peneliti



Devi Arliyanti

Partisipan,



Angger Satrio

## APPENDIX 2 PERMIT LETTER

Research Permit Letter from the Faculty of Social and Cultural Sciences, Islamic University of Indonesia.

	<b>FAKULTAS PSIKOLOGI &amp; ILMU SOSIAL BUDAYA</b>	Gedung Dr. Soekiman Wirjosandjojo Kampus Terpadu Universitas Islam Indonesia Jl. Kaliurang km 14,5 Yogyakarta 55584 T. (0274) 898444 ext. 2106, 2114 F. (0274) 898444 ext. 2106 E. fpsib@uii.ac.id W. fpsib.uii.ac.id
Tanggal	:	25 Juni 2021
Nomor	:	1700/Dek/70/DURT/VI/2021
Hal	:	Permohonan Ijin Pengambilan Data Skripsi
Kepada :		
Yth. Dekan Fakultas Teknik Sipil dan Perencanaan Universitas Islam Indonesia Yogyakarta		
<i>AssalamualaikumWr. Wb</i>		
Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.		
Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :		
Nama Mahasiswa	:	Devi Arliyanti
Nomor Induk Mahasiswa	:	17322055
Program Studi	:	Pendidikan Bahasa Inggris
Pembimbing Skripsi	:	Astri Hapsari, S.S., M.TESOL
Judul Skripsi	:	
<b>"Undergraduate Students' Writing Strategies in a Process-Based EFL Essay Writing Coursework."</b>		
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.		
<i>WassalamualaikumWr. Wb</i>		
Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia		
		
		
Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog		



FAKULTAS  
PSIKOLOGI &  
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wijosanandjo  
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W. [fpib.uii.ac.id](http://fpib.uii.ac.id)

Tanggal : 25 Juni 2021  
Nomor : 1700/Dek/70/DURT/VI/2021  
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya  
Universitas Islam Indonesia  
Yogyakarta

*AssalamualaikumWr. Wb*

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Devi Arliyanti  
Nomor Induk Mahasiswa : 17322055  
Program Studi : Pendidikan Bahasa Inggris  
Pembimbing Skripsi : Astri Hapsari, S.S., M.TESOL  
Judul Skripsi :

**"Undergraduate Students' Writing Strategies in a Process-Based EFL Essay Writing Coursework."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*WassalamualaikumWr. Wb*

Dosen Pembimbing Skripsi

Astri Hapsari, S.S., M.TESOL

### APPENDIX 3 INTERVIEW TRANSCRIPTION

#### First Interview

R: Researcher

P: Participant (Rara)

R/P	Line	Interview	Theme
R		Assalamualaikum wr. Wb, perkenalkan nama saya Devi Arliyanti dari PBI UII angkatan 2017, disini saya akan melakukan interview tugas akhir yaitu skripsi, sebelumnya terimakasih sudah bersedia untuk menjadi participant dalam penelitian ini. Dan dipersilahkan untuk memperkenalkan diri	
P	1	Waalaikumsalam wr. wb, sebelumnya terimakasih karena sudah aa... memilih saya menjadi salah satu participant di research kakak, perkenalkan dulu nama saya Nur'ani saya berumur 22 tahun, saya berkuliah di UII dan mengambil jurusan PBI pada angkatan 2019 mmm... dan saya sudah mengambil kelas Essay Writing B	
R		Oke aini jadi kita lanjut ke pertanyaan ya, nah kalo dilihat dari intruksi tugas akhir essay writing kamu itu kan disuruh untuk memilih salah satu topik yang menurut kamu itu menarik untuk dijadikan pembahasan dalam tugas akhir essay writing kamu, terus apasih alasan dan tujuan kamu itu memilih untuk menulis topik tersebut?	
P	2	Terimakasih kakak mm... soalnya, kenapa Aini memilih judul "Death Penalty Should be Banned" karena ini terinspirasi dari cerita fakta yaitu sir. William, dimana beliau tidak bersalah dan harus dipenjarakan dan menerima hukuman mati atas kesalahan orang lain, seharusnya pihak government mencari dan mee... nentukan bukti bukti dulu sebelum memutuskan untuk memberi hukuman death penalty kepada sir William, lalu tujuan saya	Goal Setting

		<u>menulis eee... artikel ini karena saya ingin mewarning kepada masyarakat di luar sana dan juga pada diri saya sendiri untuk tidak mudah menge judge orang lain dari, mungkin dari emm... salah satu kesalahan orang lain saja, kita harus mencari apa eee... kita harus mencari dulu bukti bukti eee.. yang begitu vital bahwa dia sebenarnya salah.</u>	
R		Oke, terimakasih atas jawaban yang sangat memuaskan. Lalu, bagaimana cara kamu bisa mendapatkan beberapa informasi yang relevan terkait topik yang kamu pilih itu? Mm..itu tolong dijelaskan ya...	
P	3	mmm... kenapa aini dapat meng collect data data beliau, karena aini baca beberapa <u>buku atau artikel dan juga eee... aini browsing tentang sir. William.</u>	Generating Ideas
R		Ohh baik, kemudian lanjut ke pertanyaan berikutnya ya, kamu kan udah dapet tuh beberapa informasi yang relevan terkait topik yang kamu pilih, eee... terus gimana sih cara kamu menyusun topik tersebut ke dalam sebuah kalimat yg terstruktur? Kaya misal ohh kalimat ini cocok dibagian introduction trs ohh kalimat ini cocok nih dibagian body paragraf, sampe kamu itu tiba tahap terakhir yaitu conclusion.	
P	4	mmm... terimakasih kakak soalnya, jadi sebelumnya emm... sebelum kita membuat tuga akhir untuk ee... Esaay Writing, sebelumnya <u>kita sudah belajar tentang step by step ee... bikin artikel yang efektif itu gimana, jadinya kita sudah belajar cara nge outline kan belajar art.... cara meng outline kan vocab vocab dan juga artikel yang benar, jadinya kita juga harus menyesuaikan eee... vocab yang harus kita pilih dimana tidak terlalu susah, aaa... tidak terlalu juga senang, tidak terlalu gampang maksudnya jadinya mudah untuk dipahami oleh para reader, Nah... dan kalo topik yang aini</u>	Composing (Translating)

		<u>pilih sudah dipahami, aini tulis dulu organisasinya, kaya eee... apa yang bisa aini tulis di introduction, body paragraf dan conclusion, gitu kak.</u>	Organizing
R		Eemmm... oke baik, setelah semua informasi yang kamu kumpulkan itu tersusun ke dalam sebuah kalimat seperti introduction, body paragraph dan conclusion, eee... lalu tahap yang paling terakhir kamu lakuin itu apasih supaya essay kamu itu jadi lebih baik dan menarik? Contohnya kaya kamu itu merevisi atau membaca ulang teks kamu.	
P	5	Iyaa betul, saya emm... <u>melakukan skimming dan juga scanning</u> kepada essay saya sendiri, dimana <u>saya harus merevisi ulang eee... ngeliat dulu struktur dari ee... sentence yang saya gunakan dan juga mungkin ada ga plagiat yang saya bikin di kata katanya, saya harus juga ngecek grammarnya, kadang juga saya melakukan konsultasi kepada dosen pengampu dari essay writing nya,</u> menurut miss nya gimana nih ini emm... esssay yang saya bikin, ee... sesuai ga judul yang saya bikin ini gimana oke ga kalau saya ngambil judul ini gimana oke ga gitu, saya konsultasi ke miss nya sesudah saya mengkoreksi ee... dan juga merevisi ee... dengan saya sendiri, setelah itu saya baru eee... konsultasi kepada dosen pemngampu.	Reading and Editing
R		Ohh seperti itu, lalu dari secera keseluruhan, apa pendapat kamu tentang pengalaman menulis dan kendala apa saja yang kamu alami selama menulis essay writing tersebut?	
P	6	Menurut saya, <u>menulis itu adalah salah satu treatment bagi saya karena saya suk... saya pribadi suka menulis, selain dari menulis essay tentang keakademian saya juga menulis ee... diary, mm... saya juga menulis cerpen cerita pendek iyaa...</u>	

	<p><u>sekedar suka dan juga iseng iseng untuk apa... untuk mengisi eemm... waktu kosong.</u></p> <p>Kendalanya untuk menulis essay di bidang akademik itu mungkin <u>kita harus mendapatkan ide ide yang begitu cemerlang</u> dan juga yang mungkin ee... fakta, karena iya bisa juga kita menulis ee... essay yang yang... apa yang tidak fakta maksudnya yang fiksi, tapi kalo saya pribadi saya lebih suka cerita yang fakta ee... yang bisa kita bayangkan juga yang dimana readernya juga akan treger dengan jalan cerita dan juga jalan essay yang saya bikin, jadinya saya eemm... harus bekerja sececa ekstra untuk mendapatkan ide ide yang lebih bagus.</p>	
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## APPENDIX 4 INTERVIEW TRANSCRIPTION

### Second Interview

R: Researcher

P: Participant (Kevin)

R/T	Line	Interview	Theme
R		Assalamualaikum wr. wb, perkenalkan nama saya Devi Arliyanti dari PBI UII angkatan 2017, disini saya akan melakukan interview tugas akhir yaitu skripsi, sebelumnya terimakasih sudah bersedia untuk menjadi participant dalam penelitian ini. Kemudian saya persilahkan untuk memperkenalkan diri terlebih dahulu	
P	1	Oke halo kak salam kenal, perkenalkan nama saya Angger Satrio Wicaksono, eee... umur saya 22 tahun, mm... jurusan atau angkatan saya dari PBI 2019, PBI UII, ee... dulu saya di kelas essay writing A, yaitu kelasnya miss Susari Nugraheni	
R		Oke Angger, jadi kalo dilihat dari intruksi tugas akhir essay writing kamu itu kan disuruh untuk memilih salah satu topik yang menurut kamu itu menarik untuk dijadikan pembahasan dalam tugas akhir essay writing, emm... terus apasih alasan dan tujuan kamu itu memilih untuk menulis topik tersebut?	
P	2	ee... okey dari keempat pertanyaan saya di dalam ujian essay writing itu semuanya sama-sama menunjukkan tentang penting nya sosial, sosial	Goal Setting

		<p>presence dan pendidikan. Namun, menurut saya yang paling cocok adalah ee... poin yang saya pilih tentang <u>penggunaan smartphone bagi ee... anak-anak di senior high school</u>, kenapa saya memilih itu? <u>Karena ee... di era sekarang ini ehk (batuk) banyak dari kita bukan hanya mahasiswa, namun para orangtua dari wali murid anak SMA ataupun guru-guru itu benar-benar membutuhkan smartphone, padahal dulu zaman sebelum ada pandemi kita dilarang apalagi saya ketika di sekolah dilarang membawa HP atau smartphone, namun sekarang smartphone adalah dijadikan alat yang sangat penting, bisa kita bilang <i>the second book</i>, buku pegangan kedua yang harus kita bawa di sekolah.</u> Maka dari itu judul itulah saya angkat, saya ambil dan saya buat essay writing, itu dari saya kak.</p>	
R		<p>Oke baik jadi setelah kamu menentukan topik tersebut, eemm... Lalu, bagaimana cara kamu bisa mendapatkan beberapa informasi yang relevan terkait topik yang kamu pilih itu?</p>	
P	3	<p>Oke, ee... <u>saya mencari informasi yang relevan untuk mendukung essay writing saya itu dari pertama dari google scholar</u>, sejak dulu bahkan sebelum saya berkuliah saya sangat gemar mencari beberapa sumber-sumber yang ada di google scholar karena sumber tersebut sangat terpercaya dibanding</p>	<p>Generating Ideas</p>

		<p>lewat blok atau google-google akun google lain, nah selain google scholar, ee... <u>saya juga mencari beberapa jurnal atau bisa kita bilang e... artikel ya, untuk mendukung mm... isi dari essay writing saya waktu itu</u></p>	
R		<p>Baik terimakasih atas jawabannya, kemudian kita lanjut ke pertanyaan berikutnya. Kamu kan udah dapet tuh beberapa informasi yang relevant terkait topik yang kamu pilih tuh dari ee... google scholar terus jurnal dan beberapa artikel, dan pertanyaannya gimana sih cara kamu nyusun topik tersebut kedalam sebuah kalimat yang terstruktur?</p>	
P	4	<p>ee... oke saya lanjutkan ee... untuk <u>pengorganisasian kata-kata atau pemilihan isi untuk dibagian introduction saya, atau body paragraf atau bahkan di konklusi, jadi saya membiasakan untuk menggunakan <i>keyterm</i> atau kata kunci <i>keywords</i> ehk (batuk) dari ee... apa yang akan saya cari,</u> semisal dalam google scholar saya telah menemukan satu jurnal ee... tentang penggunaan smartphone bagi anak sekolah, saya biasanya lebih senang untuk mencari yang cocok dibagian introduction dibagian introduction di jurnal tersebut, namun saya juga engga serta merta harus ee... mencari lalu menemukan lalu saya ambil, tapi saya olah dulu kata-katanya sesuai dengan pikiran saya, lalu saya bland ee... kata-kata yang ada di jurnal</p>	Organizing

	<p>tersebut dengan versi saya sendiri, begitu juga dengan body paragraf hingga sampe dengan conclu. Untuk <u>body paragraf</u> saya biasa mengambilnya di <u>bagian literature review</u> atau dibagian <u>metodologi sebelum participant</u>, biasanya untuk jurnal-jurnal yang ee... memakai qualitative study sebagai survei nya itu memiliki metodologi sebelum participant, biasanya saya senang untuk mencari disitu untuk dijadikan body paragraf. Namun, konteks dengan essay wrirting saya kemaren, saya cuma menggunakan intriduction saja sebagai body paragraf ee... maksud saya sumber body paragraf itu dan untuk conclusion saya juga ngebland sama seperti di introduction, jadi ga semuanya saya ambil plek dari ee... jurnal. Lalu pertanyaannya ko ga ada referensi sih disitu? Memang karena tidak harus mencantumkan referensi maka saya tidak akan menambahkan referensi kecuali memang harus mencantumkan referensi, itu saya akan mencantumkan referensi, karena saya mencarinya dari jurnal karya milik orang lain, jadi seperti itu ee... proses pencantuman referensi dari jurnal di essay writing saya.</p>	
R	<p>Ohh, baik terimakasih banyak angger atas jawaban yang sangat memuaskan, nah setelah kamu mencantumkan beberapa informasi kedalam sebuah kalimat yang terstruktur seperti introduction, body</p>	

		paragraf dan conclusion, lalu tahap yang paling terakhir kamu lakukan itu apa? Supaya essay kamu itu menjadi lebih baik dan menarik, misal kamu melakukan revisi atau membaca teks kamu	
P	5	Biasanya untuk penulisan essay <u>saya mengawalinya dengan pembuatan outline, outline essay writing lalu membuat essay nya jadi</u> , nah setelah jadi saya langsung menjadikan itu sebuah essay, tapi <u>saya revisi saya baca-baca lagi tentu saya baca-baca lagi sesuai atau tidak dengan topik yang saya pilih dan sesuai apa tidak dengan outline yang sudah saya buat, <i>out of the box</i> atau <i>in of the box</i></u> , didalam konteks itu apakah sudah relate dengan topik sesuai atau bahkan ee... tidak memiliki hubungan sama sekali, maka perlu adanya dengan revisi ulang dan disesuaikan dengan ee... outline, itu yang poin pertama. <u>Poin yang kedua kita dan saya sendiri itu cenderung lebih suka untuk mencari jurnal lain</u> , contohnya saya sudah menemukan nih jurnalnya tentang judulnya seperti tadi ee... penting nya membawa HP bagi anak SMA, saya tidak hanya memiliki satu jurnal yang kebetulan sudah saya jadikan sebagai outline, selain isi dari outline essay writing saya, saya juga memiliki jurnal lain dari sumber lain, nah saya coba compare dengan cara saya baca lagi apakah saya baca semuanya? Tentu tidak, saya pakai ee... metode yang seperti awal	Composing (Translating)  Reading and Editing

		tadi, <u>hanya mencari dibagian introduction nya saja atau di abstraknya saja</u> , jadi untuk lebih mempersikat waktu, karena ini kan revisi ulang bukan pembuatan essay writing lagi. Begitu kak dari saya	
R		Emmm jadi seperti itu, lalu apa pendapat kamu tentang pengalaman menulis dan kendala apa saja yang kamu alami selama menulis essay writing tersebut?	
P	6	Menurut saya pengalaman menulis itu adalah <u>sebuah karya yang ditorehkan dari gagasan kita, pikiran kita yang diubah menjadi sebuah tulisan</u> entah itu menulis menggunakan pulpen atau ketikan dan kendala dari menulis itu adalah ee... <u>pertama rasa malas dari diri kita</u> , jujur dari saya ketika saya mendengar kata-kata essay writing ehek (batuk) terlintas dalam benak saya, <u>menulis itu adalah suatu hal yang sangat membosankan</u> , tapi karena mungkin tuntutan tugas yang membuat kita jadi mau berlatih lebih mengenal apa ya, mengenal lebih dalam tentang menulis itu, maka kendala itu udah engga bakal terlihat lagi, jadi tergantung dari kita nya, kalo dari aku sih ya kendala nya malas. Lalu yang kedua, kendala kedua adalah eemm... ga ada wadah jadi <u>ga ada wadah yang mensuport kita untuk menulis, rata-rata orang yang menulis-menulis hebat sekarang itu karena mereka punya wadah, mereka punya</u>	

	<p><u>lingkungan yang mendukung skill mereka, skill menulis mereka agar bisa lebih maju.</u> Namun, ketika tidak punya hal itu, tidak punya kesempatan itu, maka yaa yang terjadi adalah <i>stuck</i> nanti di tengah jalan, lalu males ahh ngapain dilanjutin, itu sih kendala yang ada gitu.</p>	
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## **APPENDIX 5 ESSAY WRITING FINAL PROJECT**

**Rara**

Name: Nur'Aini

Nim: 19322032

**Final examination**

### **Death Penalty Should be Banned**

By: Aini

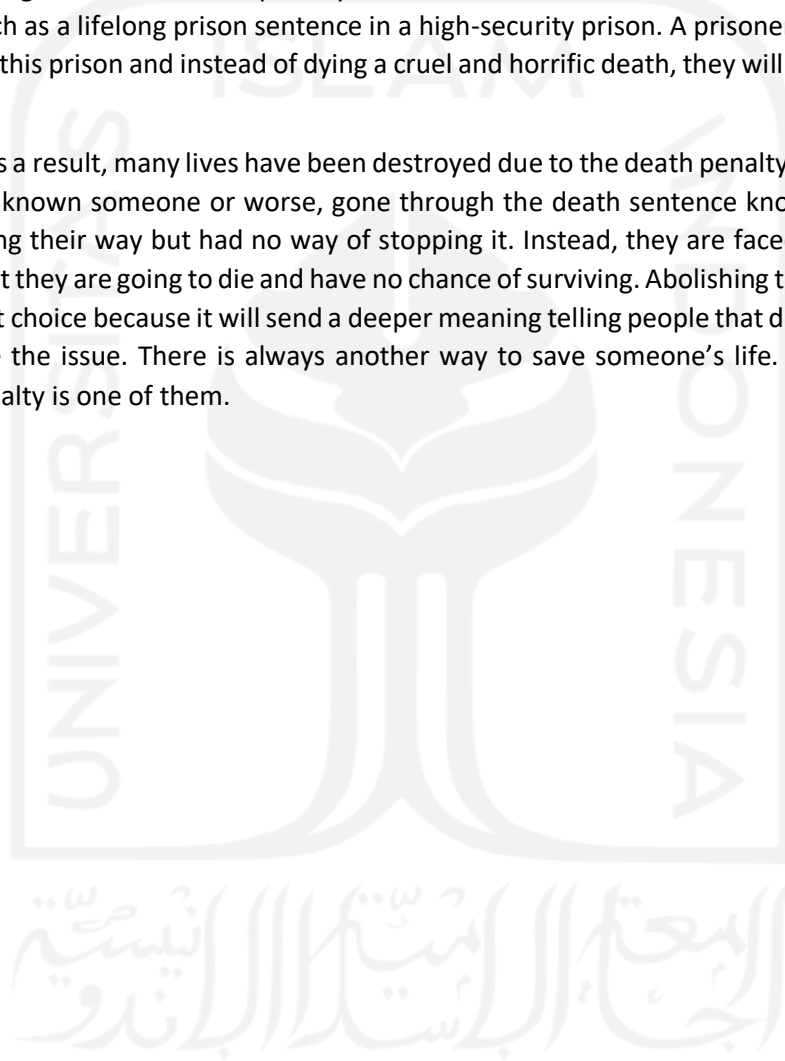
Imagine you are accused of murder. You are poor so you know that you had a slim chance of winning without a good lawyer. There is very little evidence to support that you are innocent but still get put to death by lethal injection. Later on, after further research and investigation, people found out that you were actually innocent but it's too late. You were killed for someone else's murder. Some people don't have to imagine, they experience, such as Cameron Todd Willingham. Cameron was accused of killing 2 people and was put to death. Later on, through further investigation, Willingham was found innocent. Procon.org stated that the lives of 1,436 people, from 1977 to 2016 were faced with the death penalty, 1/7 of those people being innocent. The death penalty is an inhumane and cruel act that has been proven to be inefficient. It has also occurred before that the death penalty has made false accusations killing innocent people. Although some say that the death penalty brings justice to the society and helps save the world from the people who damage it, using the same or worse methods does not make us better than them. The death penalty must be abolished.

The second reason why the death penalty should be abolished is that the system is flawed. 1 out of 7 people who are sentenced to the death penalty is innocent. The defendant's chance of winning the case might be decreased due to the chance of not having a good lawyer because he/she is poor. According to B.A. Robinson, this is the case of 90% of death penalty victims. Adding on to why the death penalty is flawed is because the system is biased. Opposing viewpoints states that "black people are 4.3 times more likely to be executed by the death penalty than white people." This means black people have a higher chance of dying. Hunter Derek, a journalist from the Greenhaven press said, "from 1984 to 2006, the average number of months spent on death row has increased from 74 to 145." Even though the court spends so much time you would think that their mistakes would be flawless, but they still make mistakes. Out of the 1,436 people killed through the death penalty, approximately 200 of those people were innocent. 200 innocent people who were falsely accused of whatever crime they did, could have avoided death.



On the other hand, some people believe that the death penalty will bring peace and justice to crimes that the people have convicted. Even though people might think that the only way to punish the convict is by killing them they are wrong. Killing the convict will only send a message saying that if you kill someone that has done something wrong then it's okay to kill. The death penalty is still legal in 31 out of 50 states in America. More than half of the states still agree that the death penalty is ok. This is insane because there are alternatives to death, such as a lifelong prison sentence in a high-security prison. A prisoner will not be able to escape this prison and instead of dying a cruel and horrific death, they will die a less painful one.

As a result, many lives have been destroyed due to the death penalty. Friends, family, kids have known someone or worse, gone through the death sentence knowing that death was coming their way but had no way of stopping it. Instead, they are faced with the harsh reality that they are going to die and have no chance of surviving. Abolishing the death penalty is the right choice because it will send a deeper meaning telling people that death is not a way to resolve the issue. There is always another way to save someone's life. Terminating the death penalty is one of them.



## APPENDIX 6 ESSAY WRITING FINAL PROJECT

Kevin



UNIVERSITAS  
ISLAM  
INDONESIA

### LEMBAR ASESMEN

F-SM-E-07/RO

#### FINAL EXAM TA 2019/2020

Departement/Class : Pendidikan Bahasa Inggris/A-B  
Subject : Essay Writing  
Day/Date : Tuesday/17 July 2020  
Lecturer : Susari Nugraheni, S.S., M.Sc. TESOL  
Time/Method : Take Home

GLO: Are able to write a short essay that demonstrate the ability to interpret an essay question, undertake basic research, make notes, outline a plan, write a first draft, and submit a final version of the essay, including a reference list.

#### Question Number 1

CLO: Students are able to write an essay.

Indicator:

a. Students can produce a short essay according to the guideline provided.

#### Instruction/Question

Students are submitting the final academic essay of the following essay topic.

Choose one of four proposed essay topics. You are expected to undertake limited reserach for this essay (Finding the references to support your argument). Write it in around 500 words.

- a. Agree – Disagree  
Students of high and elementary schools often are not allowed to use smartphones in those institutions. Do you agree or disagree with the policy?
- b. Opinion  
Do you think the death penalty should be banned forever and why?
- c. Advantages – Disadvantages  
Modern technologies have a heavy impact on our lives today. Of course there are advantages and disadvantages of this. Do advantages outweigh disadvantages? Why?
- d. Persuasion  
Stop using plastic bag is essential in this modern world.

Please use essay template provided

Name: Angger Satrio  
NIM: 19322047

### UAS

Student of high and elementary school often are not allowed to use smartphones in these institutions. Do you agree or disagree with the policy?

#### Introduction (Paragraph 1)

**General statement :** I agree with this statement. Now is modern era. Every high and elementary schools need smartphones to help learning proses. School also need smartphones to help student opening their knowledge. Moreover now, pandemic era forces us to do every single activities on smartphones and we are not allowed to do activity outside. Included going to school. Thus, Every school gives learning on our smartphones.

**Thesis statement:** Smartphones rarely contained advantages. such as, helping student to search lesson material. Smartphones helps teacher to search teaching materials. Smartphones also provide the platform for learning media.

#### B. Body Paragraph (Paragraph 2-4)

**Supporting detail 1:** Smartphones helps student to search lesson material.

Example 1 : Many lesson materials are available on the Google search.

**Supporting detail 2:** Smartphones helps teacher to search teaching materials.

Example 2 : Teacher can use teaching method soursches on Google scholar.

**Supporting detail 3:** Smartphones provides the platform.

Example 3 : In the smartphones have Zoom meeting for making online class and quizizz for helping teacher to give lesson game.

#### C. Conclusion (Paragraph 5)

These facts make conclusion that Smarphones have fungsion to help student of high and elementary school. Students can be easy to get many knowledges on their smartphones. Moreover, they can study from their smartphones. But, student have to be careful with the fill of content on smartphones. Smartphones also contain negative content and many social medias show negative impact that forbidden to be seen.

"Are those who have knowledge and those who have no knowledge alike?  
Only the men of understanding are mindful." (Quran, 39:9).

Verifikasi Soal Semester ..... TA .....		
Pelaksana verifikasi (KaProdi/SekProdi/KaDep/Perwakilan KBK)	Tanggal verifikasi	Paraf