

Comparing Writing Strategies Used by High Versus Low Achievers Students of Non-English Major

Feny Martina

UIN Fatmawati Sukarno Bengkulu
feny@mail.uinfasbengkulu.ac.id

Thea Handayani

UIN Fatmawati Sukarno Bengkulu
theahandayani73@gmail.com

Irwan Satria

UIN Fatmawati Sukarno Bengkulu
satriairwan1974@gmail.com

Corresponding author: feny@mail.uinfasbengkulu.ac.id

Abstract

This study aims to determine the writing strategies used by non-English speaking students and to compare the strategies of high and low achieving students in writing at the Faculty of Islamic Economics and Business, UIN Fatmawati Sukarno Bengkulu. This study uses a descriptive method with a quantitative approach. The sample in this study were 60 students from the faculties of business and Islamic economics. The research data was taken using a questionnaire with a total of 30 items related to writing strategies. From the results of the study, it was found that students used strategies more often at the revising stage, followed by the drafting stage and finally at the pre-writing stage. Then for a comparison of strategies by high and low achievers' students, the results obtained were 17 students categorized as "high", 27 students categorized as "medium" and 16 students categorized as "low". High students tend to use strategies more often at the drafting stage followed by pre-writing and revising, while low students tend to use strategies at the revising stage, then drafting and pre-writing. exists at each writing stage because the average obtained is below 3.5.

Keywords: *Writing, Strategic Writing, Non-English Major Students.*

A. Introduction

The rapid development and change of the world require Indonesian citizens to have the ability to communicate with people around the world through languages that are accepted and understood internationally, one of which is English. Adequate mastery of English is very important, especially for educated people in Indonesia. The use and needs of the English language are related to the ability to communicate orally and understand what is written in English about various areas of life. In Indonesia, English is required to be taught in secondary schools and generally continues to be taught at the tertiary level. In higher education, English is the first and most important foreign language that must be mastered by the academic community, especially students in communicating and reading and understanding literary works written in English.

English is a compulsory subject taught at the university level as a provision for students to be able to understand most of the lecture literature in English, be able to compete in the global era of the world of work when they graduate, or continue their studies to a higher level. higher level. With these big goals, students are required to master four main skills in English, namely listening, reading, speaking, and writing. One of the four components of linguistic skills in learning is the ability to write. Writing skills are always considered because it is very important for students to have the ability to express their thoughts clearly in each essay.

Thus, English learners must master every language skill such as writing. In addition, mastering English writing skills is not an easy task. Many students still find it difficult to produce words in their writing. Thus, writing strategies are important in improving students' writing skills. Each learner has a choice of writing strategies. And there must be a reason why they use the writing strategy they use. That is the concern of the author. Writing, according to Purnamasari et al. (2021, p. 6), is the ability to express thoughts, opinions, and feelings in writing. The language used, including vocabulary, syntax, and spelling, must be used with the same degree of correctness as the concepts expressed. Writing is effective in producing and processing various knowledge that has been obtained and given in the right aspects of language, claims Dewiratna (2020, p. 66).

(Eser & Ayaz, 2021, p. 639) state that the first difficulty in writing is expressing one's views in writing. The second impediment is a lack of themes to write about. The third obstacle is a lack of language proficiency. The fourth obstacle is a lack of comprehension of the writing structure. The fifth obstacle is a lack of appreciation of the significance of writing.. It is believed that this method will help children overcome their challenges.

Furthermore (Lisnawati et al., 2019) writing is an activity of expressing ideas or expressed through certain symbols that are understood. According to (Eser & Ayaz, 2021, p. 127), reading is very important for the development of writing skills, and writing skills must be developed through continuous reading, discussing and reviewing what is written, and using various techniques of expression. Suvin (2020, p. 8) claims that the influence of genre has on the writing process. Thinking of this sort, but thinking with a particular audience and set of circumstances in mind. Contrary to Dewiratna (2020, p. 67), writing exercises must be regularly practiced since mastering writing abilities is extremely advantageous for students to a higher egree and can be equipped with social life skills from the community and respond to future obstacles.

According to Yanah Mulyanah (2021, p. 4), there are four important steps that writers must take to create a literary work. Because the purpose of writing exercises is to stimulate students' thinking, these exercises (a) prepare the presentation of writing learning experiences such as brainstorming with the aim of inspiring and motivating students to write. (b) drafting, where students focus more on the flow of their writing and write without worrying about accuracy. (c) Editing (reflection and revision) and (d) Final version: The author creates the final version after editing the draft and making any changes deemed necessary. Due to changes during the editing process, it may look very different from the initial concept and initial draft.

(Syahriani Syahriani, 2019), The use of writing strategies has been widely acknowledged to improve students' writing achievement. Due to the lack of knowledge about writing strategies, it is important for students to explore their learning strategies in writing. The results show that students' use of writing strategies is at a moderate level. Apart from that, there were no significant differences in the students' writing strategies used in each writing stage. However, knowing students' preferences for writing strategies is beneficial for both students and teachers.

The most challenging language skill for children in foreign language learning countries appears to be writing. Because writing is the most complex task, students rarely practice it during the learning process. Writing takes time to get to the point before it produces good results, the way we think. According to McLean (2012), good writing is challenging, even those who write about everyday life sometimes find it difficult to convey their ideas clearly on every page, and those who enjoy writing usually have days when they feel comfortable doing so. Learning the steps to become a successful writer is one way a writer can learn to write more successfully. A writer can understand how prolific writers begin, maintain their drafts, and progress to the end. To become good writers and handle their many writing assignments more effectively, writers need to develop tactics for self-regulation. There are five indication components in writing, according to (Hasibuan & Handayani, 2019, p. 23): content, organization, vocabulary, syntax, and mechanics.

According to Deborah (2010) Writing technique is a crucial step in helping a writer create ideas more easily, especially when writing academically. This is due to the fact that writing is not merely recorded on a piece of paper. Writing in an academic setting can be more difficult. In particular for students learning to write academically in a foreign language

like English in an Indonesian EFL context, this process can be exhausting and unpleasant without methods.

Writing strategies, according to Mohite (2014), are tools that give students control over their writing process and increase their confidence as independent writers. However, so that the writing remains strong and as desired, the writer always uses writing tactics. writing, outlining, and editing (Alnufaie, M., & Grenfell, M., 2012).

(Chien, 2012) The strategies used for writing by high- and low-achieving students as revealed by simultaneous think-aloud protocols and direct retrospective interviews with students were investigated, analyzed, and compared. The results of the research show that compared to low-achieving student writers, high-achieving student writers are more aware and more focused in formulating their position statements in planning, producing texts, as well as revising and editing their texts, such as changing meaning and improving grammar and syntax. spelling errors during their review. These findings are discussed in relation to writing strategies and their implications for writing pedagogy and teacher education.

Silva (2015) studied the effects of teaching writing methods to a group of undergraduate students in Sri Lanka in a longitudinal intervention research. The findings indicate that following strategy teaching, writing approach utilization and performance significantly increased. In order to increase students' writing proficiency, Bai (2015) conducted a second study with a Singaporean primary school. This study focused on the implementation of writing strategy education. The intervention, according to the results, enhances pupils' writing. According to this study, in order to increase the quality of their writing, EFL/ESL students need to be taught how to employ strategies.

(Rahmawati, 2019) Students use three main strategies, namely before, during and after writing. the reasons why they use these strategies are students' beliefs, students' awareness, students' language skills, writing time, and the writing activity environment. The implication of this research is that the time and writing environment can be the basis for developing teaching methods or techniques that can be applied in classroom teaching activities to achieve better writing results. In addition, by understanding the differences in writing work strategies, he utilizes the differences between high and low to improve the quality of students' writing into better writing.

As for research conducted by Kalaivaani Aluemalai and Mahendran Maniam (2020), "Writing Strategies Used by Successful and Unsuccessful ESL Undergraduate Students in Writing Classes". This study looked at the writing techniques used by students taking ESL

writing courses. Prewriting strategies, writing strategies, and revision strategies are three tactics that make up the writing process. Specifically, the aims were to: (1) examine the writing process preferences of successful and unsuccessful ESL students. The conclusion of this study shows that ESL students prefer planning tactics over writing and rewriting strategies. Meanwhile, the results of this research will have a major impact on the way undergraduate ESL students write. The contributions, constraints, and implications of this research are also examined. research conducted by Dian Fajrina, John Everatt, and Amir Sadeghi (2021), "Writing Strategies Used by Indonesian EFL Students with Different English Proficiency". It may also be useful for other English learning contexts. This article attempts to inform the Writing course in the English Language Education department in Indonesia. These findings also show no real variation in strategy selection for students with high and low levels of English proficiency. However, there is little positive relationship between the quality of an individual's writing and the size of their vocabulary.

Then research conducted by Harwati Hashimb, Melor Md Yunus (2019). "ESL Learners' Successful Use of Writing Skills Strategies" This research sought to identify ESL teaching methods to improve the writing skills of low-level middle school students. Based on the results, reading, drafting before writing, and utilizing dictionaries to learn vocabulary are the most important tactics used by successful language learners. This study offers information about potential tactics that can be disseminated to all language learners in the future.

In the process approach classroom, the purpose of instructional activities is to allow the students to express themselves fluently, think and organize their ideas before writing and revising drafts. The teachers are encouraged to form collaborative learning such as peer responses and group works, loosen their authority and engage in a less controlling role by allowing the students to select their own topic, and letting them to work at their own pace. Moreover, the sense of audience is also regarded as one of the significant features as the students are encouraged to have their voice in their writing, while simultaneously paying attention to the audience (Abas, 2016).

Abas and Aziz (2018) investigate the writing techniques employed by graduate Indonesian EFL students in the Indonesian environment. However, they only included experienced student writers in their sample. The results showed that the student writers utilized ten writing methods and a five-step writing process. Still in Indonesia, Budiharso (2014) discovered that EFL undergraduate students who performed well tried harder than their less successful peers at every level of writing. Mistar, Zuhairi, and Parlindungan (2014)

stated results that were comparable to theirs. The use of writing tactics by middle school students in Indonesia was found to be modest, and successful students tended to employ these techniques more frequently than their less successful counterparts.

Numerous studies have recommended the usage of numerous ways to enhance writing abilities. The techniques utilized in writing allow people to create powerful written works. According to a study by Wolbers et al. (2015), instructional strategies for writing can aid students in developing their writing abilities. Furthermore, according to Rietdijk, Janssen, van Weijen, van den Bergh, and Rijlaarsdam (2017), students can alter their usage of strategies to suit the tasks and circumstances at hand.

Negari (2011) evaluates students' academic writing in terms of the time they took to plan, write, and evaluate their ideas. Accordingly, it follows that the writing method entails a number of cognitive issues that have an impact on their capacity to acquire a language. According to Erkan and Saban (2011), students' writing skills are correlated with their cognitive skills, which might be challenging when it comes to coming up with ideas in foreign languages. Giving students a descriptive form allows them to break the overall work down into smaller components, which makes it simpler for them to explain the writing process to be used.

The study by Maarof and Murat (2013) demonstrates that despite the usefulness of writing methods, EFL learners lag behind in their low or moderate use of writing strategies. Due to a variety of issues, both teachers and students fail to integrate writing skills. For instance, the study by Martinez, Kock, and Cass (2011) emphasized that teachers' lack of comprehension of the new writing paradigm was linked with their students' limited exposure to writing skills. Kuiken and Vedder (2011) pointed out that the curriculum's length restrictions and the pressure to finish a full academic year's worth of coursework in just a few months had a significant negative influence on students' development of pertinent abilities. Education systems that prioritize exams restrict teachers' ability to learn additional skills outside of the classroom. Alkubaidi (2014), for instance, adds that the memorization of different writing genres or structures by students inhibits their grasp of the entire writing process because it necessitates equal work from both the teacher and the students. According to Luchini's (2010) evaluation study, each student's level of difficulty and capacity to write differs depending on a variety of cognitive and linguistic traits. The application of methods helps students develop their writing abilities and adds a collaborative component to written

work. According to a study by Maghsoudi and Haririan (2013), brainstorming techniques can help writers produce better work.

At the Faculty of Islamic Business Economics UIN Fatmawati Sukarno Bengkulu, to achieve mastery of English, especially in writing skills, students who are not majoring in English (non English Department) are given general basic English courses for one (1) semester using the syllabus and textbooks specifically designed based on the disciplines of each department in the faculty.

Based on the results of initial observations through questionnaires that the researchers gave to students and according to sources obtained in class, students had difficulty expressing their ideas in English. The main problems are the lack of vocabulary and the lack of ability to operate English grammar, the inability to express ideas in written form, and the content that is less systematic. Students even prefer using Google Translate to convert their writing into English. Based on these findings, it can be concluded that as second language learners, non-English students at Uinfas Bengkulu still experience difficulties in using English, especially in writing, while the expected output in teaching writing is that students are able to write journals or at least write journals. their research abstracts in English. Therefore, in the end, based on the reasons above, the researcher wants to conduct research that aims to find out the strategies used by EFL non-English major students in learning English writing.

This is deemed necessary as information material which can later be used to improve the concept of learning to write effectively for students who are not majoring in English with the research title "Comparing Writing Strategies Used by High and Low Achievers Students of Non-English Major in UINFAS Bengkulu (Descriptive Quantitative Research).

1. What are the writing strategies used by Non-English major students in UINFAS Bengkulu ?
2. Are there differences in the most frequently used strategies between higher level and lower level proficiency students ?

B. Research Methodology

The quantitative descriptive technique was used to examine the research data, which entails summarizing the data as it has been gathered without trying to draw any broad conclusions (Sugiyono, 2015). The instruments used in this study were questionnaires and writing tests. The quantitative descriptive method in this study was used to determine differences in writing strategies at each writing stage used by Non-English students of the

Faculty of Islamic Business Economics Uinfas Bengkulu using SPSS calculations. Then the data is presented in tabular form and the results are written in descriptive narrative form. The purpose of this research is to find out the strategies used by non-English students who are successful and who are not successful in writing.

In research, a population is a collection of objects that are targeted for data collection. Sugiyono (2018: 80) asserts that the population is a generalized group that consists of specific qualities and features that researchers have chosen to investigate in order to draw conclusions. The population in this study were students of the faculties of business and Islamic economics, totaling 2,291 active students registered at the faculties of Islamic economics and business.

Table 3.1
Population of FEBI UINFAS Bengkulu Students

No	Study program	Populations
1.	Islamic economics	856
2.	Syariah banking	1152
3.	Zakat and waqf management	94
4.	Management of Hajj and Umrah	156

The sample represents a representation of the population's size and makeup. Truly representative samples from the population must be used. Using non-probability methods in this investigation. In general, nonprobability sampling is a sampling technique that does not give each component or member of the population the same opportunity to be selected as a sample (Sugiyono, 2018: 84). According to Sugiyono (2018: 85), the sampling technique used in this study is accidental sampling (convenience sampling).

In this study a questionnaire was used to collect data from the strategies they used for each English writing task. This study uses a quantitative approach where data is analyzed descriptively. The data used in this study were collected from non-English students.

C. Results and Discussion

1. Results

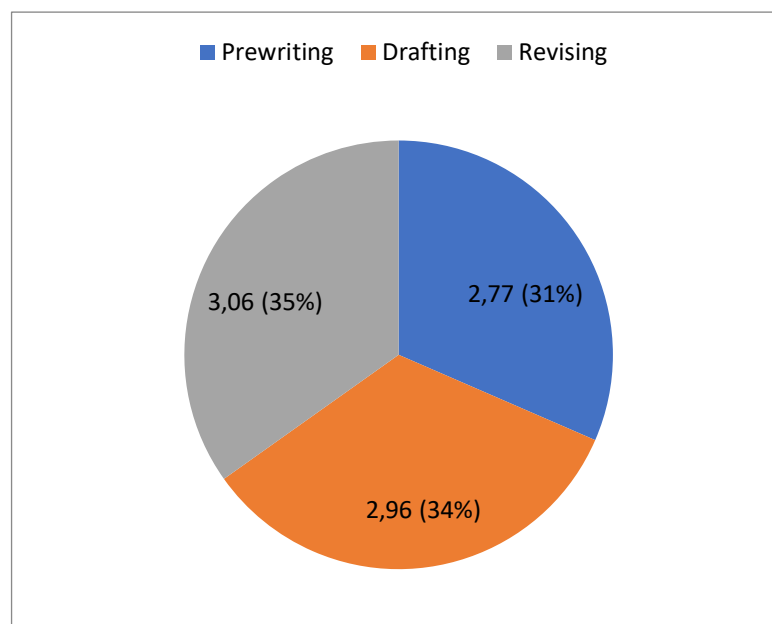
1. The Strategy Used by Non-English Major Students in Writing Process.

The questionnaire adapted from the Writing Strategy Inventory developed by B. Petric´ & B. Cza´rl (Petriy & Cz´arl) was used to obtain the required data. Research data collection was carried out on May 30, 2023. Questionnaires were distributed directly. The data of this study were analyzed on average to find out the strategies of students who were high and low in writing.

Based on the research results from the questionnaires distributed to students, there are three stages of strategy used by students majoring in non-English. Data can be seen as follows:

Pie Chart 4.1

The Strategy Used by Non-English Major Students in Writing Process.



The pie chart 4.1 above shows the strategies used by non-English students. The average revising strategy shows the highest average score of 3.06 (35%) followed by the drafting strategy of 2.96 (34%). The findings show that respondents agree to the items in the questionnaire. On the other hand, the results showed that the pre-writing strategy obtained the lowest score with an average score of 2.77 (31%), this confirmed that the majority of respondents disagreed with the items listed in the questionnaire. The standard deviation of

each strategy consists of a revising strategy of 0.537, a drafting strategy of 0.689 and a prewriting strategy of 0.614. The preference of non-English students shows that they often use revising and drafting strategies in their writing.

Table 4.1
The Average Score of The Strategy at The Prewriting Stage.

MEAN SCORE OF PRE-WRITING STRATEGIES USED BY THE NON ENGLISH MAJOR STUDENTS					
	N	MIN	MAX	MEAN	SD
I make writing process time table before writing	60	1	4	2,1	1,036
I pay attention to notes/handouts in class before writing	60	1	4	2,9	0,857
I double-check the task instructions before writing	60	1	4	3,16	0,74
I discuss with friends about what i will write	60	1	4	2,85	0,732
I see examples of writing from proficient writers before i write	60	1	4	2,95	0,964
I think about what i'm going to write before i write	60	1	4	3,23	0,744
I write an outline of what i will write using my native language (indonesian)	60	1	4	3,2	0,776
I make small notes about what i will write using my native language (indonesian)	60	1	4	2,81	0,911
I write an outline of what i will write using English	60	1	4	2,28	0,993
I make small notes about what I will write in English	60	1	4	2,25	0,967

In the table 4.1 above, it shows that thinking about something to write before writing (M=3.23, SD=0.774) is the most frequently used strategy in the pre-writing stage, followed by checking the task requirements before writing (M=3.16 , SD=0.74) and write an outline that will be written in the original language (Indonesia) (M=3.2 SD0.776). Meanwhile, the strategy that was rarely used at the pre-writing stage was making a time table for the writing process before writing (M=2.1 SD=1.036), paying attention to class notes/handouts before writing (M=2.9, SD=0.857) and making small notes. which will be written in English (M=2.25, SD=0.967

Table 4.2
The Average Score of The Strategy at The Drafting Stage.

MEAN SCORE OF DRAFTING STRATEGIES USED BY THE NON ENGLISH MAJOR STUDENTS					
	N	MIN	MAX	MEAN	SD
I start with an introduction in writing essays	60	1	4	3,18	0,947
I end the intro with a topic sentence	60	1	4	2,86	1,08

I use my background knowledge to elaborate my thoughts	60	1	4	3,16	1,076
I Stop every sentence and re-read it.	60	1	4	3,26	0,841
I re-read the outline to get an idea how to proceed	60	1	4	3,4	0,616
I simplify writing to make it simpler and easier for readers to get information from what i write.	60	1	4	3,11	0,666
I write the text in the native language and then translate it into English	60	1	4	2,7	1,168
I check the grammar after finishing each paragraph	60	1	4	3,01	0,982
I use a bilingual dictionary	60	1	4	2,41	1,331
I use monolingual dictionaries	60	1	4	2,5	0,873

In addition, in the table 4.2 above, the most frequently used strategy at the drafting stage was to stop each sentence and read it again ($M=3.26$, $SD=1.076$), followed by starting with an introduction in writing the essay ($M=3.18$, $SD=0.947$) and uses background knowledge to describe thoughts ($M=3.16$, $SD=1.076$). While the strategy that was rarely used in the drafting stage was the use of a bilingual dictionary ($M=2.41$, $SD=1.331$), the use of a single language dictionary ($M=2.5$, $SD=0.873$) and writing text in the original language and translating it into English ($M=2.7$, $SD=1.168$).

Table 4.3
The Average Score of The Strategy at The Revising Stage.

MEAN SCORE OF REVISING STRATEGIES USED BY THE NON ENGLISH MAJOR STUDENTS					
	N	MIN	MAX	MEAN	SD
I check what i have written when the whole essay is finished	60	1	4	3,26	0,727
I compare my essays with those written by friends on the same topic	60	1	4	2,66	0,849
I show someone an essay i wrote and ask for her suggestion	60	1	4	2,86	0,865
I welcome any inputs on the essays i write	60	1	4	3,01	0,718
I ask friends to explain every time a comment in the feedback is difficult for me to understand	60	1	4	2,96	0,855
I make changes to the essay structure after getting feedback	60	1	4	3,01	0,785

I make changes to content or ideas after getting feedback	60	1	4	3,06	0,813
I make changes to spelling and punctuation after getting feedback	60	1	4	3,13	0,74
I check for errors after the lecturer gives feedback	60	1	4	3,35	0,792
I make a note of the types of mistakes i make for the next writing assignment	60	1	4	3,31	0,763

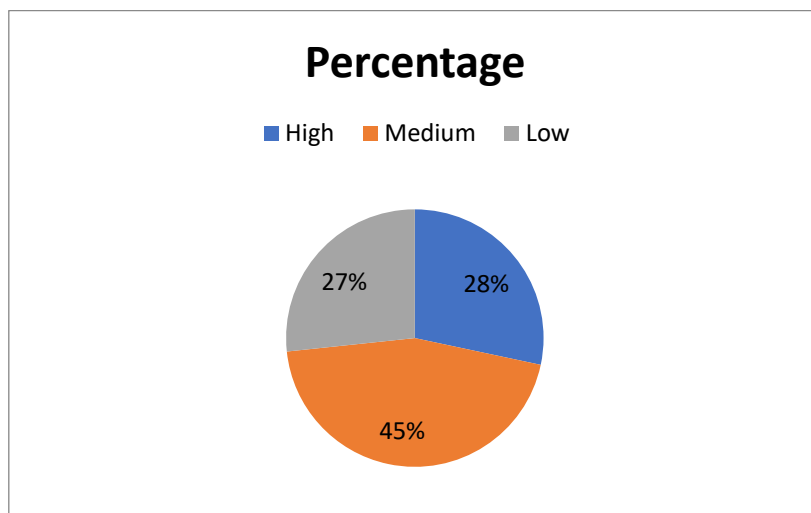
In addition, as shown in the table 4.3 above, the most frequently used strategy at the revising stage was to check for errors after the lecturer provided feedback ($M=3.35$, $SD=0.792$), followed by noting the types of errors made for the next writing assignment ($M=3.31$, $SD=0.763$), and check what was written when the entire essay is finished ($M=3.26$, $SD=0.727$). while the least used strategy was comparing writings with writings written by friends on the same topic ($M=2.66$, $SD=0.849$) followed by showing the text to someone and asking for their opinion ($M=2.86$, $SD=0.865$) and asking friends to explain whenever there is a comment in the input which is hard to understand ($M=2.96$, $SD=0.855$). The revising stage is the last stage in the writing process. This study found that strategies at the revising stage were the strategies most often used by non-English students. The non-English students were interested in the feedback provided by the lecturer as well as noted the types of mistakes made for the next writing assignment.

2. Writing strategies used by high and low achievers of non-english major students.

Based on the research results from the questionnaires distributed to students, there is a comparison of the stages of the strategy used by students majoring in non-English who are high achievers and low achievers. Data can be seen as follows:

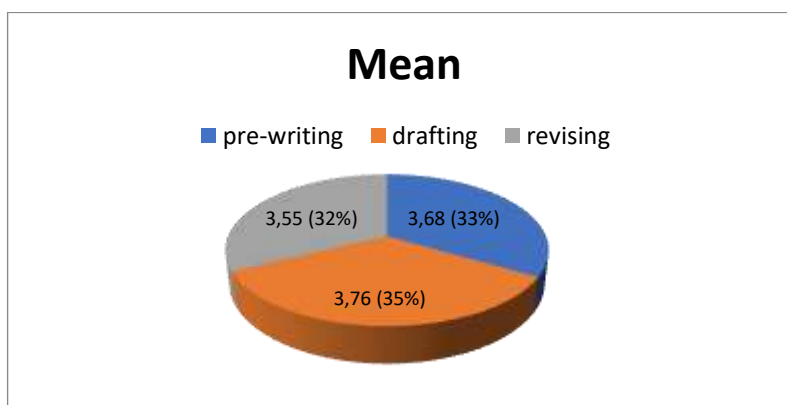
Based on the research results from the questionnaires distributed to students, there is a comparison of the stages of the strategy used by students majoring in non-English who are high achievers and low achievers. Data can be seen as follows:

Pie Chart 4.2
Student Category



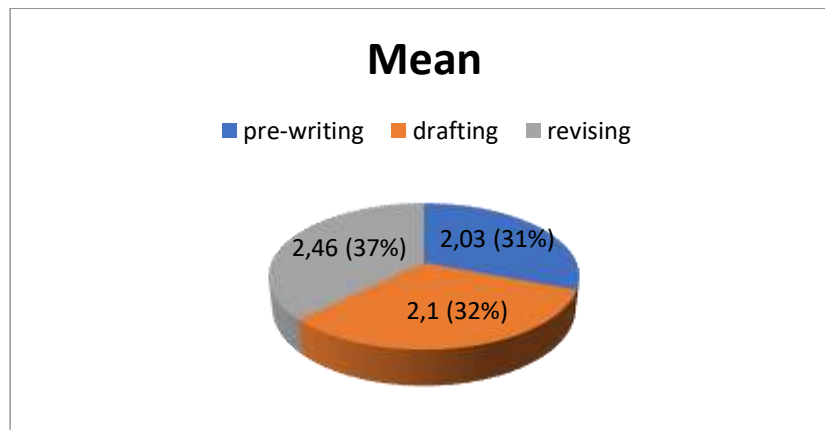
Based on the pie chart 4.2 above, there were 17 students (28.3%) students who reported using high strategies, 27 students (45%) students who used medium strategies and 16 students (26.7%) who used low strategies. This means that most of the non-English students are familiar with writing strategies. Several studies that focus on users of writing strategies also report similar results, that students tend to be moderate users of writing strategies (Asmari, 2013; Syahrani & Madya, 2020). However, it should be noted that frequently using writing strategies does not indicate user proficiency in writing (maarof & murat, 2013; Q. Mutar & nimechisalem, 2017).

Pie Chart 4.3
The Strategy Used By High Avhievers Of Non-English Major Students.



Among high-achieving non-English majors, drafting (M=3.67, P=35%) and prewriting (M=3.68, P=33%) strategies appeared to be the most frequently used strategies by high-achieving non-English majors to improve their English writing skills. While the revising strategy (M = 3.55, P=32%) is the strategy stage that is rarely used by these high achieving students.

Pie Chart 4.4
The Strategy Used by Low Achievers of Non-English Major Students



Then, for non-English major students with low achievement, revising strategy (M=2.46, P=37%) followed by drafting strategy (M=2.1, P=32%) seems to be the strategy often used by non-English major students who excel. low in their writing process. And the pre-writing stage (M=2.037, P=31%) is the stage that is rarely used by non-English major students with low presentations

2. Discussion

In the discussion, the results of the research that has been carried out will be compiled and presented in the best possible way so that the problems that the researchers get can be a reference in their preparation and presentation. The research findings discussed in the previous section have important implications for the results of the data analysis. This aims to describe two things, firstly what are the writing strategies used by students majoring in Non-English at UINFAS Bengkulu and whether there are differences in the strategies most often used between students who have higher and lower abilities.

The first thing that will be discussed is the writing strategy used by non-English major students. Studies on the use of writing strategies have revealed the importance of these strategies in determining learner success in writing courses (Kim, 2020; Mastan et al., 2017;

Raofi et al., 2017). It is often argued that how and when learners use these strategies is a reflection of their competence as writers. This is because writing is not only written on a piece of paper. In an academic context, writing can be more challenging. Without having a strategy in place, this whole process can be tiring and stressful, especially for students learning to write academically in a foreign language such as English in the Indonesian EFL context. The use of writing strategies, as mentioned earlier, is one of the factors that helps determine the success of students in writing courses. Referring to the results of data analysis collected using a questionnaire adapted from the Writing Strategy Inventory developed by B. Petric' & B. Czár1 (Petriy & Czár1) there are 30 statement items, including 10 items at the pre-writing stage, 10 items at the drafting stage, and 10 items at the revising stage. The revising stage (3.06) is the stage with statement items most often used by non-English students followed by the drafting stage (2.96) and the least used is the pre-writing stage (2.77).

At the revising stage, the most frequently used strategy was checking for errors after the lecturer gave feedback, followed by noting the type of mistakes made for the next writing assignment and checking that had been written when the entire essay was finished. while the least used strategy was comparing writings with writings written by friends on the same topic, followed by showing the text to someone and asking for their opinion and asking friends to explain whenever there is a comment in the input which is hard to understand. The revising stage is the last stage in the writing process. This study found that strategies at the revising stage were the strategies most often used by non-English students. The non-English students were interested in the feedback provided by the lecturer as well as noted the types of mistakes made for the next writing assignment.

Then at the drafting stage the most frequently used strategy was to stop each sentence and read it again, followed by starting with an introduction in writing the essay and using background knowledge to outline thinking. While the strategy that was rarely used in the drafting stage was the use of a bilingual dictionary, the use of a single language dictionary and writing text in the original language and translating it into English.

And finally, the stage that is rarely used is pre-writing. Even though the prewriting stage is the first stage, researchers find that non-English students tend not to use items in the prewriting stage. The results of the description analysis show that thinking about something to write before writing is the most frequently used strategy in the pre-writing stage, followed by checking the task requirements before writing and write an outline that will be written in

the original language (Indonesia). Meanwhile, the strategy that was rarely used at the pre-writing stage was making a time table for the writing process before writing, paying attention to class notes/handouts before writing and making small notes. which will be written in English. The pre-writing stage is the stage where students begin to prepare themselves to write and organize the ideas they want to write down (Bui & Van, 2018). This stage plays an important role in writing, especially in keeping students motivated and creative (Mahnam & Nejadansari, 2012).

And the researcher concluded that non-English major students tend to often use strategies at the revising stage because strategies at that stage are strategies that are commonly used, because checking mistakes after the lecturer gives feedback then revising the wrong essay writing mistakes is an attitude they generally do or use during the writing process, this is in accordance with findings in research that focuses on the attitudes of non-English students towards feedback from lecturers (Retno Wulan, 2022).

D. Conclusion and Suggestion

Based on the results and discussion in the previous chapter, the following conclusions are drawn:

The writing strategy used by students majoring in Non-English at UINFAS Bengkulu is a strategy at the revising stage, followed by a strategy at the drafting stage and the one that is rarely used is pre-writing. With the average revising strategy showing the highest average score of 3.06 followed by the drafting strategy of 2.96. The findings show that respondents agree to the items in the questionnaire. On the other hand, the results showed that the pre-writing strategy obtained the lowest score with an average score of 2.77, this confirmed that the majority of respondents disagreed with the items listed in the questionnaire. The standard deviation of each strategy consists of a revising strategy of 0.537, a drafting strategy of 0.689 and a prewriting strategy of 0.614. The preference of non-English students shows that they often use revising and drafting strategies in their writing.

The difference in strategies most often used between students with high and low abilities, namely for students with high abilities tend to use each strategy item at the drafting stage with (M=3.67, SD=0.861) and prewriting (M=3.68, SD=0.099) , Meanwhile, the revising strategy (M=3.55, SD=0.308) was the least used by these high students. Then students with low abilities tend to use each strategy item at the revising stage (M=2.46, SD=0.377) followed by a drafting strategy (M=2.1, SD=0.301), and the pre-writing stage (M=2.037, SD= 0.501) is the stage that is rarely used by students with low abilities. This

confirms that high-ability students agree with each strategy item at each stage because the average obtained is above 3.5. Then for students with low abilities tend to disagree with each strategy item that exists at each writing stage because the average obtained is below 3.5.

According to the findings of the study, the researcher would like to make the following recommendations for your consideration:

1. For The Lecturer

Researchers advise instructors to create materials that take into account their students' learning styles. Depending on their respective learning styles, lecturers and students can both get content. The teaching and learning process will become more efficient and fun as a result. In order to appropriately accomplish the learning objectives.

Additionally, researchers advise lecturers to use collaborative learning with their students. This is so that successful and failing students can participate equally in the learning process, as the teacher desires. In order to explain how to help children who struggle with reading skills and have a positive impact on students who struggle in school, it is important to understand what is expected of successful students.

2. For The Students

Researchers advise pupils to employ reading methods to improve their comprehension of reading material. Based on their unique needs, students can select reading tactics. In order for kids to successfully master reading skills, we advise them to mix all reading methodologies. For instance, students can seek advice from the instructor on how to choose the best reading method for them based on their unique learning requirements.

3. For Further Researchers

The following researcher will carry out research of a similar scope using other tools, such as writing examinations, to guarantee that students' marks should only be determined by their aptitudes. To enable the following researcher to obtain a reliable score. Another choice is for future academics to study writing tactics in varied contexts of linguistic proficiency. The researcher recommends that future researchers carry out study with the same scope but concentrate more on

examining student accomplishment or scores to discover important strategies students use to learn and acquire knowledge.

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