

Navigating Writing Challenges: A Study on High-Use Learning Strategies Among Successful EFL Learners in Indonesia

Rezky Fakhir Hilmi¹, Yenni Rozimela²

¹ Universitas Negeri Padang, Padang, Indonesia; rezkyfakhir3@gmail.com

² Universitas Negeri Padang, Padang, Indonesia; yenni.rozimela@fbs.unp.ac.id

ARTICLE INFO

Keywords:

Writing;
Learning Strategies;
Successful EFL Learners

Article history:

Received 2024-10-31

Revised 2024-11-13

Accepted 2025-02-15

ABSTRACT

Writing in a foreign language presents challenges related to grammar, vocabulary, coherence, and self-regulation. This study investigates the writing learning strategies employed by successful EFL learners in the English Education Study Program at Universitas Negeri Padang. The objective is to identify the most frequently used strategies to overcome these difficulties. A quantitative descriptive approach was employed, utilizing a survey questionnaire to collect data from a purposive sample of 30 successful EFL learners. The questionnaire assessed the frequency of various writing strategies, categorized into metacognitive, cognitive, compensation, social, memory, and affective strategies. Findings indicate that all strategy types fall under the "High Use" category. Metacognitive strategies were the most frequently employed (mean = 4.1), emphasizing planning, monitoring, and evaluating writing. Compensation strategies (mean = 3.9) and cognitive strategies (mean = 3.7) were also widely used, suggesting active learner efforts to address language gaps. Social and memory strategies showed similar levels of application (mean = 3.6), highlighting the role of peer support and memory aids. Affective strategies, though slightly lower (mean = 3.5), remained within the high-use category for managing emotions. With an overall mean of 3.7, the results suggest that frequent and diverse strategy use significantly contributes to writing proficiency. The high reliance on metacognitive strategies underscores their importance in self-regulated learning. These findings offer insights for educators seeking to enhance EFL writing instruction through strategy-based approaches, particularly by fostering metacognitive awareness and self-regulation.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Rezky Fakhir Hilmi

Universitas Negeri Padang, Padang, Indonesia; rezkyfakhir3@gmail.com

1. INTRODUCTION

Effective learning strategies play a crucial role in education, particularly in language acquisition. According to Oxford (2017), language learning strategies that promote reflection and self-regulation are essential for fostering active and independent engagement in learning. This engagement is particularly important in developing strong communication skills, which is a primary goal of language instruction. Moreover, learning strategies help students navigate specific challenges, such as those encountered in

writing. Ellis (2015) highlights that learning strategies encompass a range of techniques and actions that learners employ to enhance their knowledge and improve their overall learning process.

Despite their significance, formal education systems often focus more on content delivery than on equipping students with effective learning strategies. Friedrich and Mandl (2006) argue that schools tend to emphasize knowledge transmission rather than the systematic development of learning strategies. This gap suggests a need for curricula that integrate strategic learning approaches to better prepare students for lifelong learning. Addressing this issue could not only enhance students' writing skills but also promote independent learning, ultimately improving their overall academic success.

In the context of English as a Foreign Language (EFL), the use of effective learning strategies plays a crucial role in learners' academic success. Reiss (2005) emphasizes that EFL learners face the dual challenge of acquiring a new language while simultaneously using it as a medium to gain other forms of knowledge. This unique situation makes it essential for learners to adopt structured strategies to manage the cognitive demands of language learning, particularly in environments where English is not the dominant language. Despite the importance of learning strategies, current research lacks sufficient focus on how EFL learners specifically develop and apply such strategies in complex skill areas, notably writing, which remains one of the most challenging aspects of language acquisition.

Self-regulation is another fundamental component of successful learning. According to Zimmerman and Schunk (2011), self-regulated learning involves goal-setting, progress monitoring, and strategy adjustment, all of which empower learners to take control of their educational journey. Research has consistently shown that learners who employ self-regulation are more likely to achieve academic success, as they actively manage their learning processes (Panadero, 2017). This study aims to address the existing gap by exploring how proficient EFL learners utilize self-regulation in their writing strategies, providing a clearer understanding of the behaviors and approaches that differentiate successful learners from those who continue to struggle.

Writing, in particular, poses significant challenges for EFL learners due to its multifaceted nature. As Hyland (2002) points out, writing involves a complex interplay of skills, including grammar, vocabulary, coherence, and critical thinking. Williams (2007) further argues that strong writing abilities are integral to academic achievement, especially for tasks such as thesis writing, which require advanced proficiency. However, many EFL learners encounter persistent difficulties in areas such as grammatical accuracy, vocabulary usage, and text organization, impeding their ability to convey ideas effectively (Brown, 2007; Richards & Schmidt, 2010; Swales & Feak, 2004; Halliday & Hasan, 1976). While prior studies have acknowledged these common obstacles, there is a noticeable lack of research focused on identifying the specific strategies employed by successful EFL writers to navigate and overcome these difficulties. This study seeks to fill that gap by offering insights into the strategic behaviors that contribute to effective writing performance in the EFL context.

Some EFL learners, known as "successful EFL learners," manage to excel despite these obstacles. Hyland (2004) notes that these learners are characterized by their ability to produce coherent, cohesive texts that meet academic standards. Research has suggested that successful EFL writers employ various strategies, including extensive pre-writing planning and self-regulation strategies, that support effective writing (Flower & Hayes, 2018). However, existing research often lacks a comprehensive examination of which strategies are most beneficial for EFL writing proficiency and how these strategies specifically contribute to overcoming common challenges.

In Indonesia, research has shown a positive correlation between language learning strategies and writing achievement. Cahyono and Nasihah (2017) and Yulianti (2018) found that high-achieving Indonesian EFL students frequently use metacognitive strategies in writing, while Arifin (2020) observed significant variations in strategy implementation among skilled English learners. This study addresses a gap in the Indonesian context by focusing specifically on the strategies of high-achieving EFL writers at Universitas Negeri Padang, aiming to identify the strategies that are most effective and commonly used among these learners.

At Universitas Negeri Padang, writing instruction is central to the English Education Study Program, with a structured sequence of courses from Paragraph Writing to Thesis Writing. Despite this progression, many students face challenges, especially those who do not achieve high grades. Typical difficulties include idea generation, cohesion, coherence, and language mechanics. By examining the strategies used by successful EFL writers, this study fills a gap in understanding how targeted strategy use can improve writing outcomes in a structured academic setting.

In summary, while learning strategies are central to language acquisition, particularly in writing, there is a need for more research that explicitly examines the strategies successful EFL learners use to overcome writing challenges. This study aims to address this gap by identifying and analyzing the specific writing strategies employed by high-achieving EFL students, thereby providing insights for educators and curriculum developers to support all students in building effective writing skills essential for academic and professional success.

2. METHODS

In this research, the researcher employed a descriptive quantitative research design. This approach focused on systematically examining a specific group, situation, or phenomenon using numerical data to quantify patterns and relationships. According to McMahan and Patton (2002), quantitative research aims to measure and analyze variables to identify trends and generalize findings to a larger population. In contrast to qualitative research, which emphasizes understanding the complexities of human behavior, quantitative research is concerned with numerical analysis and statistical relationships.

A descriptive quantitative design was particularly well-suited for exploring the "what" and "how" of a situation in terms of the frequency and distribution of specific characteristics. Creswell (2013) highlights that quantitative research seeks to quantify the data, enabling researchers to identify patterns, correlations, and significant differences within the data set. This approach allows for a clear and objective understanding of the variables involved in the research.

In quantitative research, methods such as surveys and questionnaires are commonly used to collect data. Denzin and Lincoln (2011) explain that quantitative methods allow researchers to gather measurable data that can be analyzed statistically to identify patterns and relationships. These methods provide a structured framework for capturing and quantifying participants' experiences and behaviors.

The primary objective of this study was to explore the writing learning strategies most commonly used by successful EFL (English as a Foreign Language) learners. By examining these strategies quantitatively, the study aimed to identify the prevalence and significance of various strategies and determine whether specific strategies are more commonly used than others. Guba and Lincoln (1994) assert that quantitative research can provide valuable insights into the extent to which different strategies are employed by learners, offering a broad understanding of the factors that influence strategy use in writing.

The study used a structured questionnaire to collect data from participants, which was then analyzed using statistical techniques. This approach allowed the researcher to measure the frequency of strategy use and analyze any potential correlations between strategies and learners' success in writing tasks. The results provided clear, data-driven insights into the most commonly used writing strategies among successful EFL learners.

The population for this study consisted of fifth-semester learners who had completed four consecutive writing courses: Paragraph Writing, Essay Writing, Academic Writing, and Thesis Writing. These learners were enrolled in the 2024 academic year at the English Education Study Program of Universitas Negeri Padang. The population included 200 learners, divided into 10 education classes (K1-K10). The researcher selected education classes for this research because non-education learners did not enroll in the Thesis Writing course. Since only education learners were required to complete this course, they represented the most suitable population for investigating advanced writing learning strategies.

The research employed purposive sampling to select approximately 15% of the population, which equaled 30 learners, as suggested by Gay et al. (2012) for descriptive research. Successful learners in this study were identified based on their performance in the writing assessment, where only those who scored an A grade (85-100) and B grades (80-84) were considered. This criterion ensured that the selected sample consisted of learners with a high level of writing proficiency, making them suitable for analyzing advanced writing learning strategies.

For this study, the researcher utilized The Strategy Inventory for Language Learning (SILL) to assess learners' Language Learning Strategies (LLSs) specifically in the context of writing. The SILL, developed by Oxford (1990), is a well-established tool for evaluating various language learning strategies, including strategies applicable to writing. The SILL was selected because it provides a reliable and structured method for assessing a wide range of language learning strategies, allowing for a detailed examination of how learners approach different aspects of language learning, including writing. This tool was particularly relevant for this study as it helped identify the strategies that learners employed to improve their writing skills.

The questionnaire consisted of six categories of learning strategies identified by Oxford (1990): Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, and Social Strategies. The questionnaire was scored using the mean formula to calculate the average scores for each of the six writing learning strategies. This approach allows for a clearer understanding of how frequently learners employ various strategies in their writing processes and provides insights into which strategies are most commonly associated with successful writing practices. By quantifying the frequency of strategy use, this method offers valuable data on how learners manage their writing tasks and highlights the strategies that contribute to writing success.

Table 1. Writing Learning Strategies and Items

No	Strategy	Items	Total
1	Memory Strategy	1-5	5
2	Cognitive Strategy	6-10	5
3	Compensation Strategy	11-15	5
4	Metacognitive Strategy	16-20	5
5	Affective Strategy	21-25	5
6	Social Strategy	26-30	5

To compute the mean score for each strategy, the following formula was applied:

$$\bar{X} = \frac{\sum f \cdot x}{N}$$

Where:

- \bar{X} = The mean
- $\sum f \cdot x$ = The sum of the product of the frequency (f) of each response and its corresponding score (x)
- N = The total number of respondents

After calculating the mean scores for each strategy, the results were interpreted using the predefined levels of strategy use, which include:

Table 2. Language Learning Strategies Level (LLS Level) (Oxford, 1990)

No	Level	Interpretation	Score
1	High	Always or almost always use	4.5 - 5.0
2		Usually use	3.5 - 4.4
3	Medium	Sometimes use	2.5 - 3.4
4	Low	Seldom use	1.5 - 2.4
5	Never	Never use	1.0 - 1.4

This method not only quantifies the usage of each strategy but also provides insights into the writing habits of successful EFL learners, facilitating a better understanding of their strategic approaches to writing. By analyzing the mean scores in relation to these categories, the research can highlight which strategies are most prevalent among the participants and explore the implications for their writing proficiency.

3. FINDINGS AND DISCUSSION

The findings provide information about the learning strategies dominantly used in writing by successful EFL learners in the fifth semester of the English Education Study Program at Universitas Negeri Padang and how they implement these learning strategies in writing.

The researcher analysed the mean of each strategy to know which strategy was dominantly used by successful EFL learners in writing in the fifth semester of the English Education Study Program at Universitas Negeri Padang. The mean of each strategy was described in following explanation below:

Table 3. Overall Learning Strategies Used by Successful EFL Learners

No.	Learning Strategy	Mean	Rank	Category
1	Memory	3.6	5	High Use
2	Cognitive	3.7	3	High Use
3	Compensation	3.9	2	High Use
4	Metacognitive	4.1	1	High Use
5	Affective	3.5	6	High Use
6	Social	3.6	4	High Use
Total		3.7		High Use

Based on the data provided, the table illustrated the mean scores, ranks, and categories for various learning strategies utilized by successful EFL learners. The metacognitive strategy stood out with the highest mean score of 4.1, indicating that learners place a significant emphasis on self-regulation and reflection during their writing processes. This suggests that successful EFL learners actively monitor and evaluate their writing efforts, which contributes positively to their overall writing proficiency.

Following closely, the compensation strategy achieved a mean score of 3.9, ranking second among the strategies. This indicates that learners frequently employ compensatory techniques to address writing challenges, showcasing their adaptability and resourcefulness in overcoming difficulties they encounter in their writing tasks. The cognitive strategy, with a mean score of 3.7 and a rank of three, reflects that learners actively engage in understanding and processing writing concepts, further demonstrating their commitment to developing effective writing skills.

The memory strategy received a mean score of 3.6, placing it in fifth rank, while the social strategy also obtained a mean score of 3.6 but ranked fourth. Both strategies are categorized as "High Use," indicating that learners value these approaches to enhance their writing abilities. Finally, the affective strategy, despite receiving the lowest mean score of 3.5, still falls under the "High Use" category,

showing that learners recognize the importance of managing emotions and motivation in their writing experiences.

Overall, the data illustrates a diverse range of strategies employed by successful EFL learners, with metacognitive strategies leading the way. The high usage of compensation, cognitive, memory, social, and affective strategies further underscores the comprehensive approach learners take in developing their writing skills. This analysis highlights the significance of employing various strategies to enhance writing proficiency, reflecting a nuanced understanding of effective writing practices. Results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Successful EFL learners in the fifth semester of the English Education Study Program at Universitas Negeri Padang utilized various learning strategies in writing. According to Oxford (1990), six major types of language learning strategies have been identified: cognitive, metacognitive, memory, compensatory, affective, and social strategies. The results indicated the following mean scores and rankings for these strategies used by proficient learners.

The metacognitive strategy ranked first with a mean score of 4.1, indicating its high usage among students. Following this, the compensatory strategy ranked second with a mean score of 3.9, demonstrating its frequent application in writing tasks. The cognitive strategy was ranked third, receiving a mean score of 3.7, which also reflected high usage. Meanwhile, the social strategy ranked fourth with a mean score of 3.6, showing that students often relied on collaborative efforts in their writing processes. The memory strategy, with a mean score of 3.6, ranked fifth, indicating that students utilized various memory techniques to aid their writing. Lastly, the affective strategy ranked sixth with a mean score of 3.5, still classified as high use.

Overall, the total mean score for all strategies was 3.7, categorizing them as high use. These findings highlight the diverse strategies employed by successful EFL learners to enhance their writing abilities in the English language, demonstrating their commitment to developing effective writing practices.

Discussion

The responses from successful EFL learners indicate that metacognitive strategies are the most frequently employed in writing English. These strategies play a crucial role in helping learners regulate their cognitive processes by facilitating planning, monitoring, and evaluation throughout writing tasks. Metacognitive strategies allow learners to take control of their own learning, which is fundamental for effective language acquisition (Oxford, 1990).

In writing, metacognitive strategies encompass three key processes. Planning involves setting clear goals and selecting appropriate strategies before beginning a writing task, ensuring a structured approach. Monitoring allows learners to track their progress during the writing process, helping them stay aligned with their objectives and make necessary adjustments. Evaluation enables students to reflect on their completed work, assess its effectiveness, and identify areas for improvement. By consistently applying these strategies, successful EFL learners enhance their ability to produce well-structured and coherent writing. These findings highlight the importance of fostering metacognitive awareness in EFL instruction to support learners in becoming more independent and strategic writers.

The findings indicate that students actively engage in metacognitive strategies to enhance their writing skills, demonstrating their awareness of the importance of self-regulation in learning. This reliance on metacognitive approaches suggests that students are focused on improving their writing processes and outcomes, ultimately contributing to their success in English language writing.

The findings of the current research are consistent with previous studies that highlight the importance of metacognitive strategies in improving writing skills among EFL learners. For example, Nugroho et al. (2021) found that Indonesian EFL learners frequently use cognitive and metacognitive strategies, which are positively associated with better writing proficiency. This aligns with the current

study's emphasis on the effective organization of ideas and the coherent development of texts, supported by students' regular use of metacognitive strategies. This connection shows how important these strategies are in the writing process.

Similarly, Dari et al. (2022) emphasize that planning, drafting, and revising strategies are crucial for achieving higher writing success. The current research supports this claim, as students demonstrate reflective practices, such as evaluating their work after completion. This aligns with Dari et al.'s argument that explicit instruction in writing strategies can enhance students' writing skills, suggesting that integrating metacognitive strategies into writing courses can significantly benefit students' development.

Additionally, Anggarista and Wahyudin (2022) note that EFL students who perceive writing strategies as helpful are more likely to use them effectively. The current findings reflect this idea, indicating that students' positive views of metacognitive strategies contribute to their frequent use and improved writing skills. This connection reinforces the importance of helping students understand the value of these strategies to enhance their writing performance.

The dominance of metacognitive strategies among successful EFL learners in Indonesia can be attributed to both cultural values and educational reforms that emphasize self-regulation and reflection. Indonesian culture places a strong emphasis on perseverance and self-discipline, qualities that align well with metacognitive strategies. As Sugiharto (2019) notes, the Indonesian educational system places a high value on perseverance and discipline, encouraging students to be diligent and responsible in their studies. This cultural focus nurtures learners' ability to independently monitor and assess their progress. Oxford (2011) explains that metacognitive strategies allow learners to control their own cognition, coordinating the learning process through functions such as planning, evaluating, and reflecting. In the context of writing, this means setting goals, self-reflecting, and adjusting accordingly, which naturally promotes the use of metacognitive strategies in Indonesian learners' writing processes.

Furthermore, recent educational reforms in Indonesia, such as the *Merdeka Belajar* initiative, have further supported the use of metacognitive strategies by encouraging learner autonomy and critical thinking. According to Nadiem Makarim (2020), *Merdeka Belajar* aims to foster independence and critical thinking, motivating students to take control of their learning and reflect on their progress. This approach reinforces self-reflection and strategic planning, key components of metacognition. Additionally, the complexity of writing in a foreign language—requiring learners to manage both linguistic and cognitive challenges—makes metacognitive strategies particularly effective. Chamot (2005) highlights that metacognitive strategies are especially helpful in language learning as they help students manage the complexities of a new language by planning, monitoring, and evaluating their language use. The collaborative and peer-feedback-oriented learning environment in Indonesia also reinforces metacognitive practices. Santoso and Wulandari (2021) emphasize that collaborative learning practices in Indonesian classrooms encourage students to engage in peer assessment and reflection, thereby strengthening their metacognitive awareness and self-regulation skills. These cultural and educational factors collectively contribute to the dominant use of metacognitive strategies among Indonesian EFL learners.

4. CONCLUSION

This study reveals that successful EFL learners in the English Education Study Program at Universitas Negeri Padang frequently use various writing strategies, with metacognitive strategies being the most dominant (mean = 4.1). These strategies, including planning, goal-setting, and self-monitoring, help learners structure their writing effectively. Compensation strategies (mean = 3.9) assist in overcoming language gaps, while cognitive strategies (mean = 3.7) aid in organizing ideas. Social and memory strategies (mean = 3.6) emphasize collaboration and recall techniques, whereas affective strategies (mean = 3.5) are the least used, focusing on managing emotions and motivation. Given these findings, teachers can enhance writing instruction by integrating structured goal-setting, peer review,

vocabulary-building exercises, and stress management techniques. However, this study is limited to high-achieving students in a single university program, making it less representative of the broader EFL population. Additionally, reliance on self-reported data may introduce bias. Future research should include learners from varying proficiency levels and use diverse methods such as writing analysis and classroom observations to validate findings. Investigating the long-term impact of writing strategies on learners' development would also provide valuable insights into improving EFL writing instruction.

REFERENCES

- Adam, N., Abid, A., & Bantulu, Y. (2021). Challenges in teaching English writing skills: Lessons learnt from Indonesian high school English language teachers. *Jambura Journal of English Teaching and Literature*, 2(1), 23–34. <https://doi.org/10.37905/jetl.v2i1.10632>
- Anggarista, S., & Wahyudin, A. Y. (2022). A correlational study of language learning strategies and English proficiency of university students in an EFL context. *Journal of Art and Education*, 2(1), 1–10. <https://doi.org/10.33365/jae.v2i1.68>
- Arifin, S. (2020). Investigating the L2 writing strategies used by skillful English students. *Jurnal Pendidikan dan Pengajaran*, 53(1), 78–89. <https://doi.org/10.23887/jpp.v53i1.24939>
- Balaman, S. (2022). Investigating the relationship between the perception of self-efficacy and the use of self-regulated learning strategies in English writing skill. *RUMELIDE Journal of Language and Literature Studies*, 1(1), 55–68. <https://doi.org/10.29000/rumelide.949696>
- Brown, H. D. (1994). *Principles of language learning and teaching*. Prentice Hall.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Brown, J. S., & Duguid, P. (2011). *The social life of information* (2nd ed.). Harvard Business Review Press.
- Camp, R. (2022). *Classroom techniques for effective language teaching*. Routledge.
- Chand, Z. A. (2014). Language learning strategy use and its impact on proficiency in academic writing of tertiary students. *Procedia - Social and Behavioral Sciences*, 118, 511–521. <https://doi.org/10.1016/j.sbspro.2014.02.070>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Sage Publications.
- Chamot, A. U. (2005). Issues in language learning strategy research and teaching. In *The language teacher's handbook* (pp. 1–14). Cambridge University Press.
- Crossley, S. A. (2020). Linguistic features in writing quality and development: An overview. *Journal of Writing Research*, 11(3), 1–20. <https://doi.org/10.17239/jowr-2020.11.03.01>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Cumming, A. (2018). The challenges of writing in a second language: Addressing linguistic, cognitive, and socio-affective dimensions. In T. Silva & P. K. Matsuda (Eds.), *The handbook of second language writing* (pp. 200–220). Routledge.
- Damanik, J. Y. (2022). Peer feedback to improve Indonesian adult learners' writing skills: A literature review. *Journal of English Teaching*, 8(1), 23–37. <https://doi.org/10.33541/jet.v8i1.3253>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). Sage Publications.
- Dian, F., Everatt, J., & Sadeghi, A. (2021). Writing strategies used by Indonesian EFL students with different English proficiency. *Language Teaching Research Quarterly*, 21(1), 45–62. <https://doi.org/10.32038/ltrq.2021.21.01>
- Friedrich, H. F., & Mandl, H. (Eds.). (2006). *Handbuch Lernstrategien* [Handbook of learning strategies]. Hogrefe.

- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- Fajrina, D., Everatt, J., & Sadeghi, A. (2021). Writing strategies used by Indonesian EFL students with different English proficiency. *Language Teaching Research Quarterly*, 21(1), 55–72. <https://doi.org/10.32038/ltrq.2021.21.01>
- Fitria, N., Muchsin, F., Zahra, C. M., Usman, M., & Usman, B. (2024). Exploring strategies to foster cohesion and coherence in EFL writing: A focus on the simple view of writing. *Jurnal Sosiohumaniora Kodepena*, 5(1), 50–65. <https://doi.org/10.54423/jsk.v5i1.180>
- Floranti, A. D., & Adiantika, H. N. (2019). Grammatical error performances in Indonesian EFL learners' writing. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 9(1), 1–15. <http://dx.doi.org/10.21093/ijeltal.v3i2.209>
- Flower, L., & Hayes, J. R. (2018). A cognitive process theory of writing. In V. Villanueva (Ed.), *Cross-talk in comp theory: A reader* (3rd ed., pp. 273–297). National Council of Teachers of English.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* (10th ed.). Pearson.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Hyland, K. (2002). *Teaching and researching writing*. Pearson Education.
- McMahon, M., & Patton, W. (2002). Using qualitative assessment in career counselling. *International Journal for Educational and Vocational Guidance*, 2(1), 47–60. <https://doi.org/10.1023/A:1013769417119>
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass Publishers.
- Nambiar, R. (2022). *Learning strategies for success: Intentional and incidental methods*. Academic Publishing.
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(1), 94–104. <https://doi.org/10.1177/1362168820941288>
- Nasihah, M., & Cahyono, B. (2017). Language learning strategies, motivation, and writing achievement of Indonesian EFL students. *Arab World English Journal*, 8(1), 250–263. <https://doi.org/10.24093/awej/vol8no1.18>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Novitaningrum, A. (2023). Cognitive strategies used by EFL students in their process-based writing. *Mastery: Master of English Language Journal*, 1(2), 77–83. <https://ejournal.stitmitahulmidad.ac.id/index.php/mastery/article/view/61>
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Nurdianingsih, F. (2018). The relationship between learning strategies and writing achievement among EFL students. *Journal of English Language Teaching and Linguistics*, 3(2), 100–115. <https://doi.org/10.37745/bjel.2013/vol10n3111>
- O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Heinle & Heinle.
- Oxford, R. L. (2001). Language learning styles and strategies. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 359–366). Heinle & Heinle.
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422. <https://doi.org/10.3389/fpsyg.2017.00422>
- Pawlak, M. (2022). Investigating language learning strategies: Prospects, pitfalls, and challenges. *Language Teaching Research*, 26(2), 142–158. <https://doi.org/10.1177/1362168819876156>
- Reiss, M. A. (2005). *Teaching content to English language learners: Strategies for secondary school success*.

Pearson Education.

- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.
- Sugiyono. (2015). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sun, Q., & Zhang, L. J. (2022). Examining the effects of English as a foreign language student-writers' metacognitive experiences on their writing performance. *Current Psychology*. <https://doi.org/10.1007/s12144-022-03416-0>
- Sundari, H., & Febriyanti, R. H. (2022). How do EFL university student-writers prepare their draft? An analysis of writing strategy use in EFL writing instruction. *Journal of Language, Education, and Humanities*, 9(2), 103-115. <http://dx.doi.org/10.22373/ej.v9i2.10374>
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). University of Michigan Press.
- Tlonaen, Z. A. (2020). Grammatical errors found in the academic essays written by students of English education. *Lectura: Jurnal Pendidikan*, 11(1), 45-58. <https://doi.org/10.31849/lectura.v11i1.3635>
- Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K., & Conway, T. (2006). *Preventing reading difficulties in young children*. National Academy Press.
- Williams, J. (2007). *Preparing to teach writing: Research, theory, and practice* (3rd ed.). Routledge.
- Yulianti, D. B. (2018). Learning strategies applied by the students in writing English text. *Journal on English as a Foreign Language*, 8(1), 19-38. <http://dx.doi.org/10.23971/jefl.v8i1.583>
- Zhang, L. (2018). The impact of cognitive strategies on EFL writing performance. *Language Teaching Research*, 22(1), 45-60. <https://doi.org/10.1177/1362168817698273>
- Zimmerman, B. J., & Schunk, D. H. (2011). *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed.). Routledge.