

## The Use of Indirect Learning Strategies for Assisting Students' Writing Skill in Expository and Argumentative Writing Class

Yessica Nurwanda

English Department, Faculty of Language and Art, Universitas Negeri Surabaya  
[yessicanurwanda@mhs.unesa.ac.id](mailto:yessicanurwanda@mhs.unesa.ac.id)

### Abstrak

Sebagai salah satu mata kuliah di jurusan Bahasa Inggris UNESA, *Expository and Argumentative Writing* tidaklah mudah dipelajari dan dikuasai. Mahasiswa juga mengalami kesulitan dalam menulis esai. Mereka perlu tahu jika ada berbagai strategi belajar yang dapat mereka gunakan dalam kegiatan pembelajaran menulis. Hal tersebut menarik perhatian penulis untuk mengadakan penelitian tentang strategi belajar *indirect* yang digunakan oleh mahasiswa dalam kelas *Expository and Argumentative Writing*. Tujuan penelitian ini untuk mengetahui jenis-jenis strategi belajar *indirect* yang digunakan mahasiswa dalam kelas *Expository and Argumentative Writing B* dan faktor-faktor yang berkontribusi bagi mahasiswa dalam mengaplikasikan strategi belajar tersebut. Subjek penelitian ini adalah mahasiswa kelas B *Expository and Argumentative Writing* program studi Pendidikan Bahasa Inggris UNESA. Untuk mengumpulkan data, penulis menggunakan catatan observasi di lapangan, kuesioner, dan wawancara. Hasil menunjukkan bahwa mahasiswa menggunakan strategi metakognitif, afektif, dan sosial. Faktor-faktor yang berkontribusi dalam pilihan mereka kebanyakan karena faktor topik dalam materi dan pencapaian belajar. Lebih lanjut, strategi tersebut dapat membantu dalam keterampilan menulis mereka. Namun, sangat memungkinkan bahwa peneliti selanjutnya dapat mengadakan penelitian serupa yang lebih kompleks mengenai penggunaan strategi belajar dalam menulis untuk membantu keterampilan menulis mahasiswa serta prestasi atau pencapaiannya.

**Kata Kunci:** Strategi Belajar *Indirect*, Kelas *Expository and Argumentative Writing*, Keterampilan Menulis

### Abstract

As one of the writing subjects in English Department of UNESA, Expository and Argumentative Writing materials are not easy to be learnt and mastered. The students also have difficulties in writing the essay. Thus, they need to realize that there are many kinds of learning strategies that can be applied in learning activity of writing. It takes the researcher's attention to conduct the research about the indirect learning strategies used by the students of Expository and Argumentative Writing Class. Therefore, the aims of this research are to find out the kinds of indirect learning strategies the learners used in Expository and Argumentative Writing Class B and factors contributing the learners to apply those learning strategies. Furthermore, the subjects are the students of Expository and Argumentative Writing Class B in English Education Program of UNESA. The researcher used field-notes observation, questionnaire, and interview to collect the data. The findings showed that the students use metacognitive, affective, and social strategies. The factors contributing their choice are mostly by the topic of the material and learning goal. Additionally, those learning strategies can assist their writing skill. However, the future research may need to conduct this kind of research that will be more complex about the investigation of the use of learning strategies in writing for assisting students' writing skill and writing achievement.

**Keywords:** *Indirect Learning Strategies, Expository and Argumentative Writing Class, Writing Skill.*

### INTRODUCTION

Learning language means to learn all aspects of that language. In the process of learning English as a foreign language, learners should learn four language skills. One of these skills is writing. Writing is an activity to tell and express opinions, experiences, and ideas in a written form, whether it is self-addressed or for other people (Waris, 2015). Bello, Kane, Langan, and Valencia in Silfia (2014) stated that writing aims to express students' thoughts, ideas, and feelings. Writing is a written form in producing language that can be produced on paper, computer, or other media (Meyers, 2005). Talking about producing language in writing, Harmer (2004) also states that writing

urges the learners to focus on the use of language accurately because in the writing process students are considered to engage the language use. It is considered as a productive skill along with speaking (Harmer, 2007:265), in which produces language in written form. It can be in the form of sentence, paragraph, essay, paper, or proposal. In the college, English Education students learn and practice writing in very simplest form until the hardest one. One of the writing forms learnt by English Education students is essay writing. Essay writing is defined as "a group of paragraphs that develops one main idea, so the students can explore their ideas to inform about the subjects that are contrasted each other" (Silfia,

2014). Langan (2001:167) mentions there are four categories of essay, such as descriptive, narrative, argumentative, and expository essay. In English Education program, descriptive and narrative writing are merged to be one subject, so do the expository and argumentative writing are merged to be one subject. These two subjects are learnt in the different semester. Expository and argumentative writing is the continuance subject from descriptive and narrative writing in the previous semester.

Furthermore, based on Guide Book of UNESA (2015), Expository and Argumentative Writing Class is a writing class designed to teach the English Education students a skill on how to write expository and argumentative writing essay by implementing some aspects like proper language features, and the organization of the content should be united and coherent, in order to make a good written communication form. In this class, the students will learn and practice to write essay, in which some essays that they are going to write are exemplification, process, and cause and effect essay. Exemplification essay shows the idea in the topic sentence with specific examples. It is developed by the structure that consists of topic sentence, then followed by the examples to support the topic sentence that are organized in logical order, and finally closed by concluding statement to strengthen the main idea. Process essay shows the readers how something works or how to do something. It is organized by the structure that consists of topic sentence, then followed by some steps related to the topic that are organized in time order, and finally closed by the concluding statement. Cause and effect essay explains why or how something happen. It is organized by a topic sentence, then followed by a cause-and-effect paragraphs that are organized in logical order, and ended by concluding statement that sums up the main idea.

However, on the process of learning and practicing to write essay, there are some obstacles found by English Education students. Those obstacles are concerned with the elements of expository writing, also the process of writing that essay. Going from those obstacles, the learners should find a way to minimize and overcome their difficulties in writing expository essay. Learning strategies are stages done by learners to help their learning (Shi, 2017).

In the process of learning or doing tasks, learners usually find difficulties. These difficulties will not be solved if they do not try to find an effective way to make their learning process become easier and make their tasks are accomplished well. The use of strategies is very useful in those occasions. A strategy is helpful if "(a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preference to one degree

or another, and (c) the student employs the strategy effectively and links it with other relevant strategies" (Oxford, 2003, p. 8).

Therefore, by applying learning strategies, several benefits will be gained by the learners. Hsiao & Oxford (2002) combine some benefits of language learning strategies. The use of learning strategies can assist the learners to focus on their major goal by self-directed learning, as learners may take different strategies from others, means that learners believe that those kinds of strategies can help them learn or do something easier, so that their confidence can increase. Also, the strategies will help learners to comprehend and keep the information.

Moreover, there are many kinds of learning strategies that learners can apply in learning. O'Malley & Chamot in Shi (2017) classifies learning strategies into three main sub categories; metacognitive, cognitive, and socio-affective strategies. These three strategies can be applied in learning four language skills; listening, speaking, reading, and writing. Specifically, there are learning strategies that are more appropriate to be applied in assisting the writing skill, that is called writing strategies.

Oxford in Hardan (2013) also claims that there are two kinds of language learning strategies, direct and indirect strategies. Direct strategies include (1) memory strategies are strategies which help learners store and retrieve new information, (2) cognitive strategies are used to help learners to understand the target language, and (3) compensation strategies which enable learners to use new language for comprehension or production despite limited knowledge like vocabulary.

The second type is indirect strategies which mean learning strategies that indirectly engaging in helping and supporting learning target language (Oxford, 1990). Rebecca Oxford also stated that indirect learning strategies set contribution in learning language indirectly through planning, focusing, seeking opportunities, evaluating, increasing cooperation and empathy, and controlling anxiety. Shannon (2008) in their studies cited in Yunus, Kaur, & Singh (2014) that "certain indirect strategies may be the most valuable use of instructional time for teachers because as students engage in reflecting upon their strategies, they become wiser in making decisions on how to improve and empower their learning skills". Rebecca Oxford determined three kinds of indirect learning strategies, such as (1) metacognitive strategies are employed to help learners to coordinate and control their learning process, (2) affective strategies assist learners to deal or manage their own emotions, motivation, and attitudes that influence language learning, and (3) social strategies refer to social behavior in which learners learn language through interaction with

others. Each strategy consists of some strategies within. According to Oxford (1990:137-145), metacognitive strategies for writing include overviewing and linking with already known material, paying attention, planning, goal-setting, identifying the purpose, self-monitoring, self-evaluating, and Seeking practice opportunities. Affective strategies for writing include lowering anxiety, self-encouragement, self-rewarding, and writing a diary. Whereas, social strategies for writing include asking for correction, cooperating with others, and empathizing with others.

Meanwhile, Willing (1987) asserts that there are some factors that are considered by learners in selecting learning strategies, such as personality traits, motivation level, learners' expectations and learners' purpose for learning the language, gender, task requirements, ethno-cultural background of nationality, age, teachers' expectations and instruction, stage of learning, and cognitive style. Those are almost similar as stated by Oxford (1990a, 1994), the factors affecting learners' choice of language learning strategies are (1) gender, (2) motivation, (3) attitudes and beliefs, (4) cultural background, (5) age and stage of second language learning (such as beginner or advanced learners), (6) type of task, (7) learning style, and (8) tolerance of ambiguity.

Furthermore, Rubin (1987) explains that learners' environment also influences them in selecting learning strategies. The environment which is intended includes teacher's teaching method, materials, evaluation standards, assessment method, students' learning autonomy, cultural background, and other related aspects.

A previous study was conducted by Silva and Graham (2015) with the title is *The Effects of Strategy Instruction on Writing Strategy Use for Students of Different Proficiency Level*. They wanted to investigate the influence of writing strategy instruction on writing strategy use for the language learners in English for Academic Purposes classes. They divided the learners into experimental and control groups. The result showed that experimental group had a greater improvement in the strategy categories of task analysis, planning, self-monitoring, and revision. Unfortunately, the control group had a low improvement. These findings showed the evidence of the effectiveness of strategy instruction on learners' strategy use, within the context of a writing strategy intervention, for both high and low learners' achievement.

Another study came from Simeon (2015) that investigated about *Learner Writing Strategies of Seychellois ESL (English as a Second Language) Secondary School Students: a Sociocultural Theory Perspective*. This study focused on examining the writing strategies that ESL Seychellois learners use when given a

joint writing task in a group work situation in that classroom. From the findings, the researcher suggested five categories of writing strategies such as brainstorming, use of the mother tongue, peer-scaffolding, use of background knowledge, and use of humor.

From those explanations and previous studies related, the researcher conducted this research under the purpose to find out the kind of indirect learning strategies the learners use in Expository and Argumentative Writing Class and to describe the factors contributing the learners to apply those learning strategies.

## RESEARCH METHODOLOGY

This study used a qualitative design. Qualitative research is known as research with the data which is interpreted in the form of words. According to Stake (2010), qualitative side is described as personal experience, intuition, and skepticism that work alongside each other to help refine the theories and experiments, thus it relies primarily on human perception and understanding.

This research was conducted to the students of the fourth semester majoring English Education in State University of Surabaya, especially in Expository and Argumentative Writing Class B that consists of sixteen students. However, the subjects interviewed were only nine students as the consideration from the lecturer who taught them. These nine students as representatives were chosen based on the score level. Three students who got high score, three students who got medium score, and three others who got low score. The way to elect the interviewees was based on the theory of purposive sampling which means "a non-probability sample that is selected based on characteristics of a population and the objective of the study" (Crossman, 2018).

The data of this research contained words, utterances, and statements which were gained from the students' answers in the questionnaire, students' responses in the interview, and description of the observation about students' activities in the classroom. The source of data was not only from the students, but also from the researcher's direct observation in the class. This data helped the researcher to obtain the information in the field, like the lecturer and students' activities in the class. The other sources of data were the results of questionnaire and the results of interview.

Moreover, in this research, the researcher used three kinds of research instruments. The first research instrument was questionnaire. Both of close-ended and open-ended questionnaires were used by the researcher. The close-ended questionnaire was adapted from Rebecca Oxford in 1990. Its aim was to answer the first

research question. It contains several activities that relate to each indirect learning strategies in writing. Whereas, the open-ended questionnaire was used to answer the second research questions, thus the students could elaborate their answers.

The second instrument was interview guideline. In the interview guideline, there were eight questions. These were used to find out the learning strategies used by the students and explore the factors contributing students in applying learning strategies. Moreover, the interview was categorized as semi-structured interview, "in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process" (Ary et.al, 2010:457).

The third instrument was field-note observation. This field-note observation as complimentary instruments was only used to gain the supporting data, so it was not the main instrument. This instrument was categorized as non-participatory observation since the researcher did not participate in the learning process, but only observed the activities that were going on during the class. Further, there are two parts of field-notes such as descriptive part which covers the whole description about the events in the classroom includes what, who, and when, and reflective part which covers the researcher's comment towards the events in the classroom (Ary et.al, 2010:435).

Furthermore, researcher used three types of data collection techniques. The first technique is observation that was held for four to five times. The researcher sat in the back-side of the class and take notes about the lecturer and students' activities while conducting the teaching and learning process in the Expository and Argumentative Writing Class.

The next technique was distributing the questionnaires to the whole students in the class when the students finished their final draft of essay, in which these questionnaires helped the researcher to collect the data about learning strategies used by the students, their considerations in applying those strategies, and how those strategies can help their writing skill. The researcher gave them some days as the duration to fill the questionnaire before giving it back to the researcher.

After getting the students' answer through questionnaire, to understand deeply about the subjects opinions related to the research topic, thus, the researcher conducts an interview with nine students on the last day of observation. The students were chosen based on the researcher and lecturer's consideration as the representative of students who were in high, medium, and low level of score. In the process of interview, each interviewee answered eight questions or more that were asked by the researcher, and those are recorded.

The data that had been collected were analyzed due to find the results of the research. As Ary (2010) explains, to analyze the data there are three steps that should be followed; familiarizing and organizing, coding and reducing, and interpreting and representing. First, the result of observation was familiarized by reading and rereading, then coded the notes, and also reduced some parts that might be out of the focus. However, this observation is only as the complementary instrument for supporting data. Second, the researcher read and reread the result of questionnaire, then organized it. Third, the researcher listened the result of interview, then begin to conclude the factors contributing the students in applying those learning strategies and how those learning strategies can help the learners' writing skill, and after that, reduced some parts that might be out of the focus of this research. Last, the researcher described, explained, and represented all of the data as the result of this research, in the form of words, sentences, statements, and texts including some supporting citations.

## RESULT AND DISCUSSION

### Result

#### 1. Indirect Learning Strategies Applied by English Education Students in Expository and Argumentative Writing Class

Based on the results of questionnaires, the students applied metacognitive, affective, and social strategies when writing exemplification, process, and cause and effect essay. The table below presents the students who were disposed to apply those strategies and the students who were disposed not to apply those strategies.

Table 1. The Use of Indirect Learning Strategies

No.	Learning Strategies	Exemplification Essay		Process Essay		Cause and Effect Essay	
		Number of Students who Applied	Number of Students who did not Apply	Number of Students who Applied	Number of Students who did not Apply	Number of Students who Applied	Number of Students who did not Apply
1.	Metacognitive	16	-	15	1	15	1
2.	Affective	9	7	11	5	12	4
3.	Social	11	5	11	5	11	5

Based on the table above, all students applied metacognitive when writing exemplification essay, fifteen from sixteen students applied those strategies when writing process essay, and fifteen from sixteen students applied the same strategies when writing cause and effect essay. For affective strategies, nine from sixteen students applied those strategies in writing exemplification essay, eleven from sixteen students also

applied those strategies in writing process essay, and twelve from sixteen students applied the same strategies in writing cause and effect essay. Moreover, social strategies were applied by eleven from sixteen students when they wrote exemplification essay. Those strategies were also applied by eleven from sixteen students when they wrote process essay. Besides, the same strategies were applied by eleven from sixteen students when they wrote cause and effect essay.

The students felt that *metacognitive* is the most practical strategies. By using this strategy, they could prepare their composition and plan the organization of essay they wanted to write (*planning*). As a student's statement when the researcher conducted an interview.

*I: If you feel difficult on that part you have said, how to deal with that?*

*S4: Outline. Yeah, outline helps me. I make an outline in the beginning. From that outline, I can focus on the topic and the part of cause or effect. I also adjust the sentence I use.*

Thus, when there was lack of their writing, they could go back to their plan and reformulate it and they usually considered their experience and interest that might be related to their topic of essay (*overviewing and linking with already known material*). It was supported by a student's statement in the interview.

*I: How to deal with your difficulties?*

*S1: Sometimes, if I want to write, first, I look at the material. Then, I remember about my experience that is related to the topic of essay. If the lecturer determines the topics, so I choose the one related to my experience. It can ease me to write an essay.*

Also, by paying attention to the aspects related to essay, so it made them comprehend more knowledge and implement the knowledge in better ways (*selective attention*). Besides, to deal with their writing task, some students searched for references of writing from different sources, then read them, and tried to create their own (*seeking practice opportunities*), like what a student said in the interview.

*I: Then, what do you do to deal with your difficulties?*

*S7: I look for other sources as the references, so then I can make mine.*

*I: Do you think that your strategy has advantage?*

*S7: Yes, by applying that strategy, I can write my essay and become satisfied on it.*

*I: Oh I see. Do you apply the same strategy when writing another essay?*

*S7: Yeah, when writing exemplification essay, I apply that strategy too.*

Moreover, *affective strategies* were also applied by the students. Affective strategies helped the students to have self-confidence on their skill. They motivated and

encouraged themselves to keep writing, believe their own skill, and find the solution when they have linguistic problem (*self-encouragement*). Then, they can produce a good writing. Also, a student said in the interview that before starting to write or revise her writing, she chose to refresh her mind first because she could not force her mind (*lowering anxiety*). She thought that a fresh mind could make her focus on what she wanted to do.

*I: When you get difficulties like that, so what strategy that you can do to deal with your difficulties?*

*S3: Actually, after getting the comments from the lecturer, I read again my draft for a while. But, I do not revise it directly, because I feel confused, so I will refresh my mind first. Then, the day after I do revise on it.*

Furthermore, *social strategies* were applied by the students. Sometimes, they compared their composition with other friends' (*empathizing with others*). They asked other friends to look into their essay for giving feedback, comments, and learn together about some errors they have made (*cooperating with others*). Not only friends, but they could also did a consultation with their lecturer. Also, the students could deal with their difficulties by asking another person to revise her writing, so then they could fix what should be fixed on their writing (*asking for correction*).

*I: Among those three essays; exemplification, process, and cause-effect essay, which one you do feel the most difficult essay?*

*S6: Cause and effect I think*

*I: Why?*

*S6: I get a problem with my cause and effect essay. In the beginning my lecturer said that we can choose one between only cause or only effect. It can ease us to make an essay. But, if the topic we choose is possible to be both of cause and effect, we may use both of cause and effect in one essay. Then, when I ask my friends and my lecturer, they say that my topic that is actually can be both of cause and effect. I was confused at that time. But, my lecturer says that I can still use it, but I should balance the part of cause and the part of effect. So both of cause and effect parts have the same portion.*

Furthermore, from the observation that had been done for several times, the researcher found the learning strategy applied during the class is *overviewing the material*, also *directed attention*. Both of these strategies are included into metacognitive strategies. Moreover, in the process of teaching and learning in Expository and Argumentative Writing Class B, the other strategies obviously seen are social strategies, such as the strategies of *asking for correction* and *cooperating with others*. Those are kinds of strategies which were applied in the

process of learning and teaching of the classroom that was being observed, whether when they learnt about exemplification, process, or cause and effect essay.

As the result from the questionnaire, interview, and observation, the students from Expository and Argumentative Writing Class B applied some strategies when they learnt to write essay, also when they had difficulties in writing essay. Those strategies are *overviewing and linking with already know material, planning, paying attention (selective and directed attention), and seeking practice opportunities, lowering, self-encouragement, asking for correction, cooperating with others, and empathizing with others* for the social strategies. However, the students also applied other metacognitive strategies such as *goal-setting* like setting for long-term and short-term goals to do a good writing, *identifying the purpose* like identifying the readers of their writing or what their writing used for, *self-monitoring* and *self-evaluating* towards their writing, and affective strategies such as *self-rewarding*, in which the students rewarded themselves when getting a good grade in their writing and *writing diary/journal* about their feeling when they wrote essay. Those are mentioned in the questionnaire, but the frequency was no often as the learning strategies that has already mentioned earlier above. In fact, the students did not mention the name of strategies they applied, but they told the activities that they did in learning activity of writing those essays.

## 2. Factors Contributing the Learners to Apply Indirect Learning Strategies

From the result of questionnaires, the researcher found the answers for the second research question. These are the factors which contribute the students' choice about the learning strategies when they learnt and practiced writing three different essays such as exemplification, process, and cause and effect essay. The results are presented as follows:

Table 2. Factors Contributing the Students to Apply Learning Strategies

No.	Factor Contributing Students to Apply Learning Strategies	Number of Students		
		Exemplification Essay	Process Essay	Cause and Effect Essay
1.	Learning goal	7	8	8
2.	Topic of material	8	6	7
3.	Type of task	2	3	3
4.	Lecture's teaching technique	6	6	5

This table shows that most of students preferred to choose their learning strategies when they learnt and practiced to write exemplification, process, and cause and

effect essay based on their topic of material, their learning achievement or goal, and their lecturer's teaching technique. Each student had different answer. There were students who had only one consideration and some others had more than one. However, just a few of the students chose type of task as their consideration to apply the learning strategies.

Some students mentioned that a factor contributing their choice of learning strategies was learning achievement/goal. The students had their own learning achievement/goal towards their task, the subject, or their writing skill, thus, they applied certain learning strategies to reach their goal. This could create a satisfaction on their work, moreover, their ideas were also developed.

Moreover, topic of essay or material also became one of factors contributing students' choice of learning strategies was. A student said that she would feel easy to do planning, drafting, and revising if she was familiar or knew about the topic she chose. Thus, topic of essay became her consideration in applying certain learning strategy. It was also related to a student's opinion. She felt that her idea could be developed well if she wrote about something based on her area of interest. Thus, it can help her to assist her writing skill.

According to some students, lecturer's teaching technique was also a factor contributing students' choice of learning strategies. They felt comfortable with their lecturer's teaching technique. Thus, they applied social strategies which can help them to assist their writing, too.

Another factor contributing students' choice of learning strategies that had been mention was type of task. Different types of task could affect different choice of learning strategy used. In the interview, there was a student who told something else related to factor contributing her choice of learning strategies. She thought other tasks besides writing and made a priority list about what subject that should be submitted earlier. This character or habit affected her to decide and apply the learning strategy. This can be called as factor of personality trait.

Something else that was found by the researcher related to factor contributing students' choice of learning strategies was attitude and belief. A students said, if only he could not deal with his task independently, he would ask for others' assistance. However, if he could do, he preferred to work independently. It was related to student's attitude and belief. Besides, there was a situational factor, in which a student applied a strategy because her situation supported to do so. She did something based on the situation and condition she had.

However, there was a student who did not have any considerations to apply a learning strategy. There was no certain purpose in applying learning strategy. She just let

the process flow and let what she applied could help and ease her to do her work without thinking and taking any considerations. Also, there was a student who said that learning strategies did not always assist her writing skill. Because writing was based on the emotional condition or mood. If she felt good mood, her writing would be good, too.

## Discussion

### 1. Indirect Learning Strategies Applied by English Education Students in Expository and Argumentative Writing Class

The researcher conducted a research to know the use of indirect learning strategies by college students of English Education program in learning activity of writing. The results of this research that was especially conducted in Expository and Argumentative Writing Class B show that the students in this class applied almost all learning strategies or did the activities related to each kind of learning strategies whether in learning activity of writing exemplification, process, or cause and effect essay. Although they applied those strategies in different frequency.

The learning strategies applied by the whole students in Expository and Argumentative Writing Class B in learning activity of writing was *overviewing*, *selective attention*, *planning*, *goal-setting*, *identifying purpose*, *self-monitoring* and *self-evaluating* which are included into metacognitive strategies. These strategies were found from the questionnaires that were filled by the students. The whole students applied all of those strategies in writing exemplification, process, and cause and effect essay, even in different frequency. However, most of them preferred to apply those strategies in the frequency of often and always.

Furthermore, the students in this class also applied several learning strategies of affective strategies. Those are *lowering anxiety*, *self-encouragement*, *self-rewarding*, and *diary writing*. The frequency in using those learning strategies from one student with other students is definitely different. There are some students who seldom, sometimes, often, or always used those strategies. However, there are fewer students who chose not to apply the strategy of *self-rewarding* and *writing a diary/journal*. It is proven with the students who circled 'never' choice in the table

Another strategy applied by the students is social strategies, such as *asking for correction*, *cooperating with others*, and *empathizing with others*. However, not all of the whole students applied those strategies. Only fewer students who chose not to apply the strategies of *empathizing with others*. These were proven by the choice 'never' circled by them.

Sometimes, the students applied those strategies by the reason of difficulties while writing essay. In addition, based on field-observation, the researcher also found that the students did not only apply selective attention as already discussed based on the questionnaire, but they also applied *directed attention*. The students paid attention while the lecturer was explaining the materials in front of class. It also happened when their classmates were asking for questions or sharing their ideas. As stated by Oxford (1990) that directed attention is the activity of paying attention to learning process and ignoring the distractors, while selective attention is activity of paying attention to specific aspects of language details, for example, thesis statement.

Moreover, social strategies were also used during the class activity. As what the researcher saw during observation, *teacher-cooperating* was applied. As long as the lecturer applied writing conference technique, the strategy of teacher-cooperating was obviously seen by calling the students one by one to do consultation, give feedback, and also suggestion for the students' writing task. Here, the strategy of *asking for correction* also appeared.

In fact, all of the learning strategies found in the result of questionnaire, interview, and observation were used whether in learning activity of writing exemplification, process, or cause and effect essay. Thus, there is no quite significant difference about the use of indirect strategies used by students in three different essays.

### 2. Factors Contributing the Learners to Apply Indirect Learning Strategies

In choosing learning strategies to be applied, there are some factors which may affect the students. Those are age, gender, nationality, motivation, learning achievement or goal, topic of the material, type of task, and lecturer's teaching technique (Oxford, 1990).

In this semester, averagely, the students are in the age of 19-20, and certainly there are male and female students. The results show that age and gender do not affect the students' choice of learning strategies, and there are no significant differences of learning strategies chosen by the students whether they are 19 or 20 years old, also whether they are and male or female. Although according to Ellis (1994), the increase of students' cognition or ability is in line with the age, but the subjects' age of this research are averagely same, so there is no difference affecting.

Moreover, nationality and motivation which are the factors that may contribute the students' choice of learning strategies did not appear here. All students of Expository and Argumentative Writing Class B are Indonesian, so there is no significant difference of them in using learning strategies. Moreover, motivation is not

included as their consideration in choosing learning strategies. There is no certain motivation to learn the material.

Further, learning achievement or goal, topic of the material, type of task, and lecturer's teaching technique become the factors contributing the students' choice of learning strategies. There are no significant differences about the factors related to students' choice of learning strategies, whether in learning activity of writing exemplification, process, or cause and effect essay. The results of questionnaire and supported by interview show that the main factors are learning achievement or goal, topic of the material or discussion, and the lecturer's teaching technique. Learning achievement makes the students' learning activity more guided. As stated by the students that they want to be able to write good essay, to create better writing, to make their essay/writing is readable or people interest on it, to prepare the writing subject in the next semester, and to get a good grade, thus, they seemed aware what they should do in order to achieve those learning goals.

The topic of the material became one of the main factors, too. Each kind of essay the students learnt have different characteristics of material to be discussed. Thus, it made the students have different topic to be developed for their essay task. After they chose the topic for their essay, they felt easier to continue the writing task by using certain strategies. After that, they can apply metacognitive strategies that can help the students to have more control towards their own responsibility about their tasks. How they planned their composition, paid attention to what the important things related to their writing tasks, managed their learning activity, and evaluated writing result, after and before the process of learning inside and outside the class, with or without the lecturer. These strategies can develop students' responsibility and assist their writing skill because these strategies are practical.

Besides, the lecturer's teaching technique obviously affected the students' choice of learning strategies. Based on the observation, the lecturer had important role in learning activity. She explained the details of material clearly. Then, she asked the students to make a plan about their essay through outline. It made the students applied the metacognitive strategies. Besides, the lecturer used a writing conference as her technique. Thus, it made the students applied the social strategies. Additionally, the type of task is essay, especially long essay. Thus, it became one of factors that affects the students' choice of learning strategies to complete their writing task. However, not only lecturer who can help them to have more knowledge, information, and other important things related to their writing, but also from other people, like

their classmates or other people who are proficient in using the language they learn. What everyone has in mind is different, so by these strategies, the students can learn from other people's experience. Thus, the students can fix their writing tasks if there is a problem. Also, these strategies can assist their writing skill indirectly through the interaction with others, due to accept friends and lecturer's feedback or correction, they could learn from their mistakes and errors. They also knew the mechanic of good writing that could help their writing skill, thus they could apply step by step. Finding the references related to the topic and writing about interesting topic could make the students easier to develop the idea and they enjoyed writing. Thus, those assisted the students' writing skill.

Another factor like personality trait became consideration to apply learning strategies because the students were aware that they are the ones who know themselves. As the student's statement in the result section, the personality trait level of that student included to secondary traits ("traits that are sometimes related to attitudes or preferences and they often appear only in certain situation or under specific circumstances") as stated by Allport (1936) in [www.verywellmind.com](http://www.verywellmind.com) (2019). Attitude and belief also affected the use of learning strategy as long as students were aware about their ability, thus they would apply a certain strategy if they thought that they needed that strategy. Also, situational factor affected by the reason that the students applied that strategy based on their life condition in learning activity of writing itself. Those are related to the factor inside each individual of the students. Through affective strategies, students also learn to respect themselves. Based on the result of the questionnaire, the students learn to have more self-confidence and believe in themselves if they can do their task. Thus, these strategies assist the students' writing skill indirectly, through the way how they manage their emotional temperature.

In fact, there were many factors as the consideration of the students in applying learning strategies. However, the main four factors were coming from the learning goal, type of task, topic of material, and lecturer's teaching technique that contributed students to write three kinds of essay such as exemplification, process, and cause and effect essay. In addition, the way how the students assisted their writing skill was related to the use of learning strategies. Whether metacognitive, affective, or social strategies, these three strategies had their own way in assisting the students' writing skill.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**



From the research, the result, and the analysis based on the data which had been collected through field-notes observation, questionnaire, and interview, it was known that the students of Expository and Argumentative Writing Class B applied indirect learning strategies when they learnt and practiced writing exemplification, process, and cause and effect essay. Those are metacognitive, affective, and social strategies. They did activities that were related to those three strategies.

The metacognitive strategies applied by the students were *overviewing and linking already known material, paying attention (selective and directed attention), planning, goal-setting, identifying the purpose, self-monitoring, self-evaluating, and seeking practice opportunities*. For the affective strategies, they applied the strategy of *lowering anxiety, self-encouragement, self-rewarding, and writing a diary*. The students also applied the strategy of *asking for correction, cooperating with others, and empathizing with others* as included into social strategies.

Besides, the students had considerations in applying those learning strategies. Those factors intended were learning achievement/goal, topic of the material/discussion, type of task, and lecturer's teaching technique. Also, in some occasions, the students explained that directed to personality trait, attitude and belief, and situational factor as the factor contributing their choice of learning strategies. However, the students also considered the feeling of comfortable in applying learning strategies.

Moreover, the use of learning strategies was aimed to assist students' writing skill. They applied metacognitive strategies in order to center their writing activity, arrange and plan their writing, and evaluate their writing. For lowering their anxiety while writing, encouraging themselves in their writing activity, and taking their emotional temperature by writing diary about their writing task, the students can utilize the affective strategies. Whereas, in order to do asking questions, cooperating with others, and empathizing with others, the social strategies were standing for them. Thus, those strategies helped them to assist their writing skill.

### Suggestions

Since the English Education students need to learn, practice, and master Expository and Argumentative Writing, it is important for them to use learning strategies. They should realize that there are many kinds of learning strategies that can be applied in learning activity of writing essay. Thus, they need to apply the most appropriate learning strategies that make them feel comfortable. It is also aimed to help them in assisting their writing skill.

Furthermore, since the lecturer realized that every student may have different needs, it means that the students may use different learning strategies. Thus, the lecturer has an important role to find the most appropriate teaching technique that can be applied in the classroom. Also, she/he needs to decide the type of task for the students that can ease them to achieve their learning goal and help them to assist their writing skill.

Moreover, this research just confines the finding until how indirect learning strategies can assist students' writing skill, especially in Expository and Argumentative Writing. It may need to explore in deeper related to this research focusing on only one kind of indirect learning strategies, or further, investigate how far the improvement of direct and indirect learning strategies towards students' writing skill and writing achievement. Hence, it is possible for the future researcher to conduct this kind of research.

### REFERENCES

- Aprilia, P., Jamilludin, & Waris, A. (2015). Improving Writing Ability of the Eighth Grade Students by Using Diary Writing. *E-Journal of English Language Teaching Society (ELTS)*, 3(1), 1–12.
- Ary, D. (2010). *Introduction to Research in education (8<sup>th</sup> ed.)*. USA: Cengage Learning.
- Brown, H. D. (2001). *Teaching by principles: An interactive Approach to Language Pedagogy (2<sup>nd</sup> ed.)*. New York: Addison Wesley Longman.
- Harmer, J. (2004). *How to Teach Writing*. New York: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge, UK: Longman.
- Hogue, A., & Oshima, A. (2006). *Writing Academic English (4<sup>th</sup> ed.)*. UK: Longman.
- Ka-kan-dee, M., & Kaur, S. (2015). Teaching Strategies Used by Thai EFL Lecturers to Teach Argumentative Writing. *Procedia - Social and Behavioral Sciences*, 208 (2015). <https://doi.org/10.1016/j.sbspro.2015.11.191>.
- Kirszner, L. G., & Mandek, S. R. (2009). *Writing First Practice in Context with Readings (4<sup>th</sup> ed.)*. USA: Bedford.
- Langan, J. (2001). *College Writing Skill with Reading, Fifth Edition*. McGraw Hill: A Division of The McGraw-Hill.
- Meyers, A. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.

Oxford, R. L. (1990). *Language Learning Strategies What Every Teacher Should Know*. Bonton: Heinle

Silfia, E. (2014). An Analysis of the Students' Ability in Writing Expository Essay by Contrast Development at 11<sup>th</sup> Year Students of SMAN 3 Sungai Penuh. *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 16(2), 15-20.

Silva, R. D., & Graham, S. (2015). The Effects of Strategy Instruction on Writing Strategy Use for Students of Different Proficiency Levels. *Elsevier System*, 53(2015), 47–59. <https://doi.org/10.1016/j.system.2015.06.009>.

ThoughtCo. (2019). *Social Sciences*. Retrieved 07/03, 209, from <https://www.thoughtco.com/purposive-sampling-3026727>.

UNESA. (2015). *Buku Pedoman Universitas Negeri Surabaya (UNESA)*. Surabaya: UNESA.

Urquhart, V., & McIver, M. (2005). *Teaching Writing in the Content Areas*. Virginia: ASCD.

Verywell. (2019). *verywellmind*. Retrieved 05/10, 2019, from <https://www.verywellmind.com/trait-theory-of-personality-2795955>.

Vögelin, C., Jansen, T., Keller, S. D., Machts, N., & Möller, J. (2019). The influence of lexical features on teacher judgments of ESL argumentative essays. *Elsevier Assessing Writing*, 39(2019), 50–63. <https://doi.org/10.1016/j.asw.2018.12.003>.

Xinyan, W. (2015). On Factors Influencing EFL Learning Strategies. *Studies in Literature and Language*, 10(1), 28–32. <https://doi.org/10.3968/6168>.

Yunus, N. M., Kaur, K., & Singh, M. (2014). The use of indirect strategies in speaking: Scanning the MDAB students. *Procedia - Social and Behavioral Sciences*, 123(2014), 204–214. <https://doi.org/10.1016/j.sbspro.2014.01.1416>.

