FACTORS CONTRIBUTING IN THE CHOICE OF WRITING STRATEGIES AMONG INDONESIAN EFL GRADUATE STUDENTS

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Abstract. This study aims to describe the factors which contribute in the choice of writing strategies among Indonesian EFL graduate students. This study was conducted in Muhammadiyah University of Surakarta especially in the graduate program of English language studies. The subjects of this research are six students who enroll in the program. The instruments used for this research were questionnaire and interview. Afterwards, the data were analyzed by using Miles and Hubberman's flow model. Based on the result of analysis, there is an arising finding that can be sketched out: factors contributing to the use of writing strategy were identified to be students' belief, students' awareness, students' language proficiency, writing time, writing type, and writing activity environment. In conclusion, employing writing strategies in a high frequency by considering students' belief, awareness, language proficiency, writing time, writing type, and writing activity environment is strongly essentials as it will help them to achieve a good writing outcome.

Keywords: writing strategy, factor

INTRODUCTION

Considering writing strategy usage into account during a writing process is a necessary action to do for a writer. It is obvious that writing strategy employment helps shape the writing quality. Angelova (1999) in Maftoon and Seyyedrezaei (2012, p. 1598) stated that writing strategy is one of the variables which affects someone to have a good writing. It primarily separates successful from less successful writers (Beare, 2000; Victori, 1995 in Maftoon and Seyyedrezaei, 2012, p. 1598). In line with it, Asmari (2013, p. 130) stated that one of the key factors which affect writing is the writing strategies. In accordance, in order to achieve a good writing outcome, a writer needs to strongly consider an effective way to employ a writing strategy.

Having an excellent writing skill is essential yet hard to achieve even for graduate students majoring at English Department. This study pointed out EFL learners who have learned and practiced English for many years (at least four years in their undergraduate program) as research subjects. They are students of graduate program of English language studies in Muhammadiyah University of Surakarta. All of them graduated from English Department in their undergraduate studies. Based on a previous research it was revealed that there were three students were found to produce good writing products and one student produced intermediate writing product quality (Listiyanto et al., 2017). Even after having years of learning and practicing English, the students find it difficult to write a good writing product.

The researcher considers the above phenomenon as an intriguing phenomenon to conduct a research upon. Albeit having learned and practiced English for many years, four graduate students were found out producing poor writing outcomes quality (Listiyanto et al., 2018). Therefore, a typical assumption that said, through years of learning and practicing writing

English will lead a student to have a good writing outcome is not fully accepted in the context where the phenomenon happened. It is presumed that a factor which contributes to the writing achievement does exists. As numbers of researchers verified that employing effective writing strategy grants to achieve good quality of writing, it was also verified that writing strategy employment influences the writing outcome quality of the subjects (Listiyanto et al., 2017). As the discovered phenomenon neglects the global assumption and the writing strategy employment is believed becoming a circumstance of why the anomaly exists, the researcher finds it intriguing to conduct a research on.

This research is particularly noteworthy to be conducted as it would give students and lecturers or teachers have a better way in teaching and/ or learning writing. The insight derived from this research can contribute to the development of a new teaching writing method which is effectively implanted in a classroom. For students, they can develop their self-learning writing to enhance their writing quality product. In general, it can give a theoretical discernment to the writing strategy studies (i.e. factors contributing to the use of strategies).

Based on the previous elaboration, the researcher conducted a research to reveal the factors behind the writing strategies employment. Thus, the researcher desiderates to conduct a research entitled FACTORS CONTRIBUTING IN THE CHOICE OF WRITING STRATEGIES AMONG INDONESIAN EFL GRADUATE STUDENTS.

LITERATURE REVIEW

Notion of writing strategy

There are scholars who contribute in defining writing strategies. To have a deep understanding toward what actually writing strategies refer to, the researcher review some definitions of writing strategies proposed from some scholars. Afterward, the researcher synthesizes those definitions into one definition. By doing so, more complete definition will be formulated, so that, what actually writing strategies refer to will be revealed.

Writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities (Torrance et al., 2000 in Penuelaz, 2012, p. 83). In their opinion, writing strategies are sequence of activity instead of a single one. The sequence is also elaborated more into three different phases, those are planning, composing, and revising the writing. However, they also mention another related activity that is not clearly explained.

Furthermore, writing strategies are also defined as conscious decisions made by the writers to solve a writing problem. (Mu and Carrington, 2007, p. 2). Based on their opinion, in choosing what writing strategies that will be used the user are fully conscious. It means, it is the user plan whether or not they use a certain strategy. Moreover, they also explain the purpose of writing strategies usage, in which it aims to solve a writing problem.

Writing strategies are defined as the conscious behaviors and techniques that can be taught and instructed in writing (Grenfell and Harris, 1999 in Alnufaie and Grenfell, 2012, p. 410). Their idea of writing strategies is similar with that of Mu and Carrington (2007) in term of consciousness in using writing strategies. Meanwhile, Grenfell and Harris (1999) define

strategies equally as behaviors and techniques. Moreover, they also state that writing strategies can be taught and instructed.

Furthermore, writing strategy is also defined as a writer's mental behavior employed to achieve a certain goal in the "ill-structured problem-solving" activity of writing (Anzai & Uchida, 1981 in Hsieh, n.d., p. 3). Based on their idea, they define writing strategies as mental behaviors instead of techniques. Besides, it is also identified that in their idea, the purpose of writing strategies usage is to solve the problems in the activity of writing. Regarding to their idea of the writing strategies purpose, their idea is similar to that of Mu and Carrington (2007) idea.

Based on those four scholars' definitions, the researcher synthesizes writing strategies definition into conscious behaviors and techniques employed by a writer to achieve a certain goal in a problem-solving activity in writing.

Factors contributing in the choice of writing strategy

There are some aspects believed influencing to the use of writing strategies. Furthermore, those aspects are seen as the factors which drive a writer to employ or not to employ a certain writing strategy. Moreover, there are some researchers who promoted their idea related to the factors which contribute to the use of the writing strategy.

Ellis (1994) in Chen (2011, p. 250) floored her idea related to the factors contributing to the use of writing strategy. She classified the factors into two categories. Those are individual and situational factors. Furthermore, individual factor consists of learners' belief, affective states, L2 proficiency, writing ability, learning style, personality, and motivation. Meanwhile, situational factor consists of language learning environment, task demand, family background, and sex.

Moreover, Ansari (2010), Maarof and Murat (2013), Asmari (2013), Raoofi et al. (2014) and Zang (2015) promoted their research finding related to the factors contributing to the use of writing strategy. Ansari (2010) argued that students' MI (Multiple intelligent) influences the use of writing strategy. Moreover, Maarof and Murat (2013) and Raoofi et al. (2014) showed in their reseach that language proficiency influences the use of writing strategy. Afterwards, Asmari (2013) in his research showed that students' anxiety indeed influences the use of writing startegy. Moreover, Zang (2015) proved that students' motivation is a factor which contributes to the use of writing strategy.

In addition, Oxford (1999) and Nambiar (2009) also provided some factors which influence the use of strategies. Albeit their focus is on language learning srategy, the factors seem relevant to that of writing strategy's as writing strategy is part of language learning strategy as well. Oxford (1999) argued that degree of awareness, stage of learning, task requirements, teacher expectation, age, sex, nationality, learning style, personality traits, motivation and purpose of learning the language influence the use of learning strategy. Moreover, Nambiar (2009, p. 137) stated that factors influence the use of learning strategy are language proficiency, learning style, motivation, belief, learning environment, ethnicity, age, and gender.

Previous study

A research on writing strategy is not a new research in the world as numbers of researchers already had investigation on students' writing strategy. Alkubaidi (2014), a Saudi Arabian,

conducted a research on writing strategy employed by seventy-four female Saudi undergraduate students. She shed light on the most frequently used of writing strategy and the relationship between learners learning style preference and writing strategy usage. She found out that Saudi learners used more 'before writing' strategies than "during writing" strategies and "reviewing writing" strategies. Moreover, she found that there was no correlation between the participants' learning style preference and writing strategies. Mu and Carrington (2007) investigated writing strategy employed by three post-graduate Chinese students. They elucidated the types of writing strategy employed by three Chinese post-graduate students in an Australian higher education institution. They disclosed that the three participants employed rhetorical, metacognitive, cognitive, and social/affective strategies in their writing practice. Maarof and Murat (2013) investigated writing strategy employed by fifty students form four upper secondary school students in Malaysia. They spelled out the strategies used in essay writing among 50 high-intermediate and low proficiency ESL upper secondary school students and the significant differences in strategy use between the two groups. They uncovered that the while-writing strategies were most frequently used whereas the revising strategies were least used. Furthermore, the high-intermediate and low proficiency ESL upper secondary school students employed different type of writing strategies. Chen (2013), a Chinese, conducted a research on writing strategy employed by132 college students (non-English majors) at Dezhou University. He studied the most frequently used writing strategy and the relations between the writing strategy and writing achievement. He revealed that the compensation strategies were used with the highest frequencies. Afterwards, he found out that pre-writing strategies and revising strategies positively correlate with students' writing achievements which indicated that the more often students use the strategies, the higher scores they would get in the writing test.

After reviewing the relevant studies, the researcher ascertained that the current study was worth to conduct. The previous reviewed studies have been devoted to describe secondary (Maarof and Murat, 2013), undergraduate (Alkubaidi, 2014 and Chen, 2013), and post-graduate (Mu and Carrington, 2007) students' writing strategy. None of those studies pointed out EFL graduate students as research subjects. In regards to students' nationality background, the three reviewed studies investigated Saudi (Alkubaidi, 2014), Chinese (Mu and Carrington, 2007 and Chen, 2013), and Malaysian (Maarof and Murat, 2013) students as subjects of their research. That is to say, Indonesian students have not yet been investigated. With regards to the setting of the research, the reviewed studies held their research in Saudi (Alkubaidi, 2014), Australia (Mu and Carrington, 2007), Malaysia (Maarof and Murat, 2013), and China (Chen, 2013), it is noted that none of them held writing strategy based research in Indonesia. Regarding to research objectives, the reviewed studies did not touch specifically the factors contributing to the use of writing strategy into account. Thus, this research was exceptionally worth to be conducted.

METHODOLOGY

This study is a case study which includes in qualitative research. The study has been conducted for a half of a year; from April to September 2017. It was conducted at the graduate program of language studies of Muhammadiyah University of Surakarta. The researchers obtained data from the result of a questionnaire and interview from the participants. The participants of this research were six students (student A, B, C, D, E, and F) who enroll at the program.

The theory that is used to classify the writing strategy is the theory developed by Petric & Czarl (2003). To collect the data of writing strategies used by the participants, the researchers utilized questionnaire and interview. The questionnaires and the interview were used to find out the factors contribute to the usage. The researchers modified the questionnaire developed by Petric & Czarl (2003) as one of the instruments.

Later, to analyze the data flow model developed by Miles & Huberman (1994) was utilized. In employing flow model, there were three stages carried out by the researchers, those were data reduction, data display, and conclusion drawing/ verification. As data collection proceeds, the researchers reduced the data by writing summaries, coding, and teasing out themes. Later, in data display, every data that had been "reduced" presented by displaying through extending words. The third stream of the analysis activity was conclusion drawing.
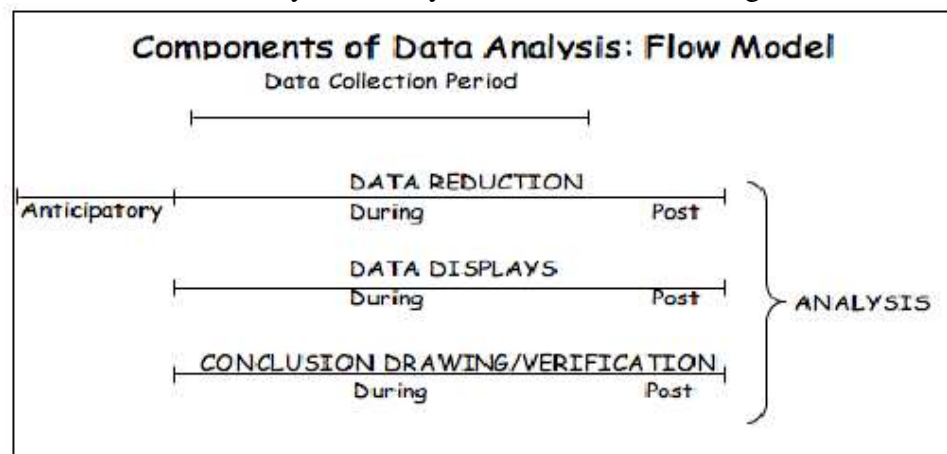

Figure Illustration of Flow Model by Miles & Huberman (1994)

FINDING AND DISCUSSION

This part elaborates research finding and the discussion of the finding. Those two elaboration (findings and discussion) are floored below.

Findings

The issue scrutinized in this research is the factors which contribute to the employment of writing strategies by the subjects of this research. As it is inevitable that there is a strong relationship between writing achievement and writing strategy usage, it is immensely essential to ascertain what factors actually contributing the use of those strategies. Afterwards, the obtained data discover that there are some factors which contribute to the use of writing strategy. Typically, the factors become one of the aspects which drive the subjects to employ or not to employ some writing strategies. Furthermore, it was revealed that there are six factors contributing to the use of the strategies. Those factors were identified to be students' belief, students' awareness, students' language proficiency, writing time, writing type, and writing process environment. All in all, these six aspects are elaborated in this section.

Students' Belief

One of the factors found out contributing to the use of writing strategy is students' belief. Obtained data undeniably showed that students' belief is one among the factors which contribute to the employment of writing strategy. Students' belief, in this section, is seen as the students' personal, diverse, and experiential thing which encompass values and influence the employment of a certain writing strategy (Wu, 2005, p.13). Moreover, the belief was identified by students' acceptance that employing some writing strategies was good and right thing to do. In addition, it was discovered while employing a certain strategy, the subjects believed that they felt more comfortable to write, felt much easier to write, and felt more appropriate to use a strategy in a certain academic level.

> *Yes. I directly look up to dictionary if I find some unfamiliar terms. It is more to make me comfortable to write, to avoid extra working, not wasting time.*
> (B/INT1/017)
> *Rarely (I transfer from my native into English language). I tend to write it in English. If I use my native language it could take time. When I was at senior or junior high school I would use Bahasa Indonesia first, but now, I am a graduate student, so I should use English.*
> (C/INT1/012)
> *I always write down the synonymous of certain term if I do not know the exact translation of it in English as it will ease me to write.*
> (B/QTR1/013)

As seen in the data above, it was revealed that there are some reasons why the subjects employed a certain writing strategy. In particular, the three displayed data show that students' belief became the reason why they employed those strategies. In the first datum, student B carried out dictionary (bilingual) activity as he felt comfortable to utilize a bilingual dictionary to assist him in the middle of writing process. Accordingly, student B was influenced by his belief toward the strategy's convenience in the language transfer strategy usage.

In addition, the third one shows that student B carried out synonymous activity in the middle of writing process. In the data above, he stated that by carrying out synonymy activity, it would make him easier to write. The term to make him easier to write indicates that his belief did influence the use of the strategy. Ergo, he was influenced by his belief toward writing process easiness in the synonym activity employment.

Afterwards, in the second datum, it was unveiled that student C carried out language transfer activity. Furthermore, she stated that the activity (language transfer) was commonly used for the junior or senior high school students instead of the graduate students. Moreover, it was revealed that she believed in which language transfer activity was not appropriate to be employed by the graduate students. Therefore, student C was affected by her belief toward the academic level's strategy usage appropriateness in the language transfer activity employment.

In sum, the three data show that subjects' belief indeed contributed to the employment of some particular writing strategies. Furthermore, it was revealed some examples related to the subjects' belief which influenced the use of strategy. Moreover, those belief (the subjects' belief) include the subjects' belief toward strategy's convenience, proper academic level's strategy usage, and writing easiness.

Students' Awareness

Students' awareness was found to be one of the factors influencing to the use of writing strategies. Afterwards, the subjects realized that there were some benefits that they possibly obtained by employing some writing strategies. Awareness is defined as is an understanding of the activities in the environment, including, attention, focusing, and vigilance, which provides a context for your own activity (Dourish in Reinhardt, n.d., p. 17; Lier, 2010, p. 131). Moreover, the students' awareness, in this section, is defined as subjects' understanding of some benefits that they possibly gain by employing a certain writing strategy in a writing, which provides a context for the activity. Afterwards, the subjects indeed were found to realize that by employing a certain type of writing strategy, it will lead them to gain some benefits. Furthermore, the benefits were inarguably related to the writing process.

Yes, I read models written by the other researchers both the English and Indonesian writers. It is to see a point of view toward a certain phenomenon, so that, I can find the gab that I will use in my work.
(A/INT1/005)

Before I start writing, I often write an outline in English related to the writing that I am going to write. I need the outline to make my writing stay on the track and ease me to write.
(A/QTR1/003)

Yes I revise the outline when I am in the middle of writing process. When I found something inappropriate, I should revise the outline. It is to make the writing better and to precisely convey the idea what I wanted to convey.
(B/INT1/011)

I often revise the outline in the process of writing. It is to make my writing be able to convey all ideas that I want to convey through my writing.
(B/QTR1/008)

As displayed in the data above, it was discovered that there were reasons behind the use of writing strategies (by the subjects). In particular, the four selected data show that students' awareness toward the strategy avail indeed influences the use of writing strategies. In the first datum, student A carried out experts' model reference (before writing) activity to see a point of view toward a phenomenon to grab the gab the she will use as topic of her writing. She was well aware that by carrying out the activity, it will give her the benefit which was identified to find a gab that she will use as a topic. Likewise, the second datum shows a similar result as student A realized that by employing outlining activity, it will help her to make her writing stay on the right track. Moreover, the last two data expose that student B indeed realized, carrying out outline revision activity will give him benefit in which identified to make his ideas precisely conveyed in his writing.

Students' Language Proficiency

The following factor contributing to the use of writing strategy is students' language proficiency. The obtained data showed that students' language proficiency inarguably becomes one of the factors influencing the choice of writing strategies. Their advancement in knowledge and skill in English became one of factors why they decide to employ or not to employ some sort of strategies. Furthermore, it was discovered that subjects' grammar and vocabulary mastery became two aspects which played significant role.

I have to check them (grammar and vocabulary) again. Sometimes, I make mistakes related to grammar and vocabulary.

(A/INT1/013)
Yes (I simplify sentences). It is because I sometimes find there are some English terms that I do not know so I need to use another one. It is like having a plan B. It is to ease me to write.
(A/INT1/014)
Honestly, I use bilingual one more often than the other one. When I look up to dictionary, it is because I do not know some terms.
(B/INT1/018)
I am sometimes unconfident in my grammar and vocabulary mastery during writing process, as I know that my grammar and vocabulary mastery is not really good.
(B/QTR1/010)

As displayed in the data above, it was unveiled that the subjects had some reasons why they employed some particular writing strategies. In particular, the four data show that subjects' language proficiency contributes to the use of writing strategies. As seen in the data above, students' vocabulary and grammar mastery become the reasons why they employ the strategies. In the four data it is seen that subjects' vocabulary mastery influences the use of some strategies. The first datum shows that student A sometimes made a mistake related to the vocabulary aspect. Furthermore, in the second datum, student A carried out sentence simplification activity as sometimes she found some unfamiliar English terms. Afterwards, as seen in the third datum, student B carried out dictionary activity as in the writing process he described some unfamiliar English terms. In addition, student B stated that he found out that is vocabulary mastery was not so good, that was why he sometimes carried out positive grammar and vocabulary activity. Thereupon, the four selected data show that subjects' language proficiency especially related to the vocabulary aspect undeniably affected the use of writing strategies.

In addition, students' grammar mastery took a part in the writing strategy usage by the subjects. As seen, in the first data above, student A stated that she sometimes makes a mistake in the grammar aspect so she did not carry out positive grammar and vocabulary activity too frequently. Furthermore, in the fourth data, the term ...I know that my grammar and vocabulary mastery is not really good indicates that student B's grammar mastery that he found out not so much good, drove him to rarely carry out positive grammar and vocabulary activity. To sum up, those two selected data show that subjects' language proficiency especially related to grammar mastery indeed influenced to the use of writing strategies.

Writing Time
The following factor contributing to the use of writing strategies is writing time. As employing a certain writing strategy consumes a certain amount of time, the more strategies are employed, the longer the writing time will be. Afterwards, it was discovered that the time used by the subjects to have a writing process becomes one of the factors toward the use of writing strategy. Furthermore, it was found out that the subjects tended to employ some writing strategies if they had relatively a longer time to write. Otherwise, by the time the subjects had a short time to write, they tended to unemploy a certain writing strategy.

I almost never I use my first writing as a draft. When you finished it just revised it if there is a mistake. It is wasting time.
(A/INT1/026)
Yes, I revise the text structure. If the time allows I will check it and revise it a bit to make it more readable.

(B/INT1/023)

I sometimes stop writing for each sentence and re-read the sentence again. However, it will spend a lot of time, it is not good if we have limited time to write.

(B/QTR1/006)

I'm sometimes going back to the outline in the middle of writing process to revise it. However, it also depends on the time that is available. If there is still enough time I usually revise it.

(C/QTR1/008)

As displayed in the data above, there are four selected data which show that there is a factor which drove the subjects of this research to employ a certain activity. Generally, all four data above lay out that writing time influences the subjects in employing writing strategies. In the first datum, it was revealed that student A almost never carried out drafting activity as employing this activity was considered as wasting a time. Afterwards, the second datum shows that student B carried out revision activity if the time allowed. Moreover, the third datum shows that student B sometimes carried out sentence verification activity as it did not seem good decision if there was a limited time to write. In addition, in the fourth data, it was unveiled that student C carried out outline revision activity if there was sufficient time. In sum, time allocation to write inarguably became one of the factors contributing to the writing activity employment.

Type of Writing

Type of writing is discovered to be one of the factors contributing to the use of writing strategies by the subject of this research. In employing a certain writing strategy, the subjects considered what sort of text which they were going to write. Furthermore, in this research, it was discovered that the subjects employed different writing strategies when they worked on the academic and non-academic writing. Hence, the type of writing was indeed identified as one of the factors influencing the use of writing strategies.

If it is all about academic writing, it is a must (to read some references previously). I think we have to have the previous writings references, what sort of writing and how to write it.

(D/INT1/004)

I do not think I ask for help from the others. It is my own. I would do what I could do. However, if there is like a research paper, I would ask for a help, but not for novel. If you compare it to the others, it will like break my feelings.

(E/INT1/017)

Sometimes. I start writing from its introduction. It depends on what type of writing that I work on, if it is like research paper or article, it is a yes (start writing from the introduction).

(F/QTR1/005)

In particular, three data above show that type of writing which the subjects worked on influences the use of writing strategies. Afterwards, in the first datum, it is seen that when student D wrote an academic writing she carried out experts' model reference activity before she started writing. Moreover, the second datum shows that student E carried out Peer cooperation activity when he was writing a research paper or article (which are indeed academic writings), however, when he wrote his novel, he did not carry out the activity. Likewise, in the third data, a similar result was discovered as student F carried out introduction first activity when she dealt

with a research paper or an article. Hence, the type of writing in which the subjects worked on indeed influenced them to employ or not to employ a certain writing activity.

Writing Activity Environment
Subjects' employment of a writing strategy is found out influenced by their writing activity environment. Generally, writing activity environment, in this section, is defined as the circumstances or conditions by which the students (subjects of research) in the process of writing is surrounded. Thereupon, the environment includes where, when, and with whom the subjects have a writing process. Furthermore, the obtained data discovered that writing activity environment did influence the use of a writing strategy which was employed by a subject of this research.

I rarely read my writing loudly as it will disturb the people around me.
(E/QTR1/018)
I almost never read my writing loudly. If I read it loudly enough, my mom would be mad of me. But really, it is more like silent reading.
(E/INT1/018)

The data above likely show that there is a factor contributing the employment of a writing activity by student E. As highlighted in the data above, it is seen that people who were around student E when he had a writing process influenced him in the use of a writing activity. Furthermore, in the first datum, it is seen that he rarely carried out reading aloud activity as it would disturb the people around him. Moreover, in the second datum, it is clarified that by the time he was with his mother, he almost never carried out reading aloud as his mother would be angry to him for a particular reason. Hence, it is passable to state that writing activity environment indeed contributes to the use of writing activity especially by the subject of this research.

In sum, it was discovered that the use of writing strategies by the subjects of this research is influenced by six factors. Furthermore, the factors are found out to be students' belief, students' language proficiency, students' awareness, writing time, writing type, and writing process environment. In addition, there is presented a table which sum up the factors contributing to the use of writing strategies.

No	Factors Contributing to the Use of Writing Strategies
1	Students' Belief
2	Students' Language Proficiency
3	Students' Awareness
4	Writing Time
5	Writing Type
6	Writing Activity Environment

Table. 4.30 Factors contributing to the use of writing strategies

Discussion
This part discusses the researcher's theoretical propositions grounded on the findings of the study accompanied by justifications from the points of view of theoretical insights. From the findings that researcher has found, it is obvious why writing strategy is important in learning. Furthermore, this part holds to discuss the research findings presented above. Afterwards, the findings deal with factors contributing to the use of writing strategies employed by the students

at the graduate program of English department of Muhammadiyah University of Surakarta. After having a deliberation related to the findings, the researcher discusses the finding with some relevant theories and previous studies.

As presented in the findings, factors contributing to the use of writing strategies by the students are found out to be students' belief, awareness, language proficiency, writing time, writing type, and writing process environment. Afterwards, the six factors are discussed with the previous relevant theories and studies. As a result, there are some findings share similar, while some share different results compared to the previous studies'.

Two factors contributing the use of writing strategy were noted to be students' belief and writing process environment. Further, the results support to that of Nambiar's (2009) as in his study he found out that students' belief and the writing process environment affect the use of strategies. As the two studies were held in a neighborhood country, it is assumed that the subjects (used in the two studies) share a parallel belief and writing environment. In addition, the hypotheses are supported by that of Ellis' theory (1994) as it is stated that students' belief and writing environment become factors contributing to the use of writing strategy. In accordance, it can be theorized that students' belief and writing process environment indeed contribute to the use of writing strategy.

In the findings, the other factor contributes to the use of writing strategy usage is students' language proficiency. Correspondingly, the finding is in line to that of Raoofi et al. (2014) as their study showed that students' language proficiency contributes to the use of writing strategy as well. Further, Beare (2000); Victory (1995) in Maftoon and Seyyedrezaei (2012, p. 1598), stated that writing strategies primarily separate successful from less successful writers. In addition, this study proves that writing mastery separates students with good and poor writing mastery. As writing mastery is part of language proficiency, Beare (2000); Victory (1995) in Maftoon and Seyyedrezaei (2012, p. 1598) and the result of this study's second objective support that language proficiency indeed influence the use of writing strategy. Therefore, a theory can be formulated that students' language proficiency affects the use of writing strategy.

Another factor contributing to the use of writing strategy was found out to be students' awareness. Further, the result corresponds to that of Rifa'i (2016) is in his study he found out that the subjects' awareness influences their strategy usage. As the two studies in a same territory, it is assumed that the correspondence drives the two studies to bring the same result on. In addition, the assumption is strengthened by Oxford's (1999) theory as she stated that students' awareness contributes to the strategy usage.

Another factor confirmed becoming the factor influencing to the use of writing strategy is writing type. Ellis (1994) used term task demand to describe the students' writing goal which she theorized becoming one of the factors contributing to the use of writing strategy. In this study, it was identified that the subjects employed different strategies when they dealt with academic and non-academic writing. Further, the two writing types possess different goals (academically and non-academically), thus, by the time set an academic goal when they write, they will employ the different strategy compared when they set non-academic ones. Hence, the study's result corresponds to the Ellis's (1994) theory.

Writing time becomes a relatively new found factor seen from the previous theories and studies. Five out of six factors contributing to the use of writing strategy have been confirmed by the number of researchers. Hence, there is one factor found out in this study which becomes a

relatively new factor contributing to the use of writing strategy. Furthermore, the factor was found out to be students' writing time. As noted in the description, the longer the writing time which the subjects have, the more strategies are used. That is why it is concluded that the writing time indeed becomes a factor contributing to the use of writing strategy.

To sum up, five out of six factors discovered from this study have been confirmed by a number of researchers. Furthermore, students' belief confirmed by Ellis (1994) and Nambiar (2009), students' awareness confirmed by Oxford (1999), students' language proficiency confirmed by Ellis (1994) and Raoofi et al. (2014), writing type confirmed by Ellis (1994), and writing process environment confirmed by Ellis (1994) and Nambiar (2009) become factors which contribute to the use of writing strategies. Hence, theories developed by those researchers seem well-grounded and representable for a wide area of study as regardless the places of study are conducted, it drives into a same tendency.

Accordingly, five out of six factors contributing to the use of writing strategy have been confirmed by the other researchers. Hence, there is one factor found out in this study which becomes a relatively new factor contributing to the use of writing strategy. Furthermore, the factor was found out to be students' writing time. As writing strategies play significant role in having good writing outcomes, moreover, some factors contributing to the use of writing strategy can be manipulated, it is a strategic scheme by a writer or a teacher to manipulate the factors in such a way so that his writing or his students' writing outcomes can be better than before. As having a good writing is quite important as the language learners, doing such strategy to enhance the writing outcomes will be an essential feat to do.

CONCLUSION AND SUGGESTION

In conclusion, the factors identified contributing to the use of writing strategy are students' belief, students' awareness, students' language proficiency, writing time, writing type, and writing activity environment. Therefore, employing writing strategies by considering students' belief, awareness, language proficiency, writing time, writing type, and writing activity environment is strongly essentials as it will help them to achieve a good writing outcome.

As noted, this research was held in a relatively few number of subjects and small coverage area of research. In addition, this research deals with writing mastery as a research variable, yet there are still many other potential variables existed. Additionally, this research could not manage to utilize observation technique to find out factors behind the usage. It is suggested future researchers: (1) may have a writing strategy based research on larger scale which means a research with a bigger number of subjects and a larger area coverage, (2) may use other potential variables besides students writing mastery, i.e. English and non-English major students, (3) may have a writing strategy based research on a different academic level of students, and (4) may have a deeper investigation by having a deep observation to dig up the strategies and factors which contribute to the use of writing strategy.

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