THE WHAT AND HOW ARE INDEPENDENT WRITING STRATEGIES IN ENGLISH DEPARTMENT STUDENTS: A SURVEY STUDY

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Abstract

As nurturing efficient classroom practice is always the teachers' goal in language learning-teaching, learning strategies are provided for students. In this present study independent writing activities are addressed to English Department students to enable them to perform writing skills as being independent is the final goal of writing skills. This study was conducted through a survey involving 33 students from a state university in Malang, aiming at exploring the students' independent strategies in writing skills. This study employed two instruments consisting of a closed-ended questionnaire comprising 22 questions and a semi-structured interview comprising three questions, respectively. The students involved in the interview were three students, and the subjects were saturated since their responses were almost the same. The instruments were analysed quantitatively and qualitatively to find the percentages of the strategies in use and the deep students responses using thematic analysis. Using the instruments, this present study reported that the students employed three strategies: pre-writing, writing, and revising. The student confirmed that three strategies were undergone in pre-writing, comprising resourcing, outlining, and elaborating. The second strategy, writing, referred to re-reading the writing plans and the draft composed during writing occurred. The last strategy was revising, as students underwent both re-arranging and re-concepting after self-checking their writing products. Therefore, the study affirmed that the employed strategies benefit the student in coping with the complexity of writing skills. Finally, the study will theoretically document the students' strategies in initial planning until composing texts. Therefore, the study recommended further studies to gradually and deeply investigate the students writing strategies in independent settings to uncover to what extent the writing strategies were well passed by the students.

Introduction

Numerous learning activities treated to students have always been the teachers' concerns in order to enable the students to achieve learning goals. Independent Language Learning (ILL) is one of the activities provided by teachers as their endeavors to help students in learning (White, 2008). Independent learning has been discussed experts, as it emerges both process and goal acquired altogether (Candy, 1991) cited in (White, 2008) and students' metacognitive referring self-regulation, self-reliance, and self-strategy managed to handle learning opportunities and to cope with learning problems (White, 2008). The idea of independent learning has also been officially demonstrated by the Indonesian government in Government's Regulation Copy Number 57 Year 2021 as students commit to being able to figure out the students-centered learning. It was believed that independent learning was derived from the lack of students' outcomes which were dependent on teachers transforming knowledge for them

(White, 2008). Also, by the government's policy, college teachers have noticed that students' development in how students learned to be independent should be more enhanced.

It is claimed by Vygotsky (1978, p. 79) that independent learning is believed to be a practical way of acquiring a language and encouraging students' development in a second and/or foreign language. One of the students' language development highlighted by Vygotsky is that independence refers to exploring the language alone without any assistance from teachers and other students regarding their comprehension and performance in doing tasks. The development refers to introducing and leading students to deductively and inductively process a language input. Thus, the development is then acquired from students' endeavors in thinking, seeking, and solving. The way the students attempt to think about how they will acquire the language, how they will use techniques or styles in seeking the knowledge, and how they will employ strategies to find solutions become the students' stages in acquiring the language and perform better in learning. From the bottom line, the independence is then continued to be autonomous learning that they become free and aware of what they need and want in language learning. Therefore, it is no wonder that independent learning can be integrated into teaching approaches to language learning skills, especially in writing skills.

Independent learning has emerged and addressed teaching writing skills since it is one turning point that lets students acquire knowledge, experience learning writing, and solve learning writing problems by themselves. Pedagogically speaking, Littlewood (1997) cited in White (2008) believed that independent writing is meant to have a responsibility to discover knowledge alone and communicate the language in a real situation. This means that independence is a way that students are encouraged to find information and self-guidance for them, and the discoveries will benefit them to earn knowledge and skills. Besides, figuring an independent writing out leads students to feel, see, and make learning process and progress from what has been learned. Due to this, the students were trained to be decision makers and problem solvers (White, 2008), considering learning opportunities and barriers, and discovering the answers to unsolved problems, respectively.

The principle of independent writing was also affirmed by Hyland (2004). Hyland (2004, p. 94) believes that students must be given an opportunity to write a text independently. The context of independent writing is to discover the actual students' performances on how they reach their writing goals. The students should be well assisted by teachers in making progress from low up to high capabilities. Besides, Hyland (2004) highlights that the principle of independent writing shows the effective role of each individual compared to collaborative writers in which collaboration does not reveal the doers of planning, drafting, revising, and editing. Thus, independence is the right moment to better identify the students' capability to communicate written language effectively and accurately. The independence does not rely on encouraging them to be better at composing texts only. However, the point is that students realize how they evaluate their progress in learning. Additionally, learning independence encourages students to have positive attitudes; that is, they are mature in learning and not dependent on teachers or students. However, this claim does not refer to considering that learning in a team is a not good learning activity (Long, 2015, p. 342).

To the fact of writing skill practiced by teachers, it is often conducted individually (Bloom, 2008), whether being instructed in guided, controlled writing, or freewriting. Definitely, independent writing is assumed to be the final goal of students achieving writing skills in terms of how they convey written ideas and employ linguistic aspects accurately and appropriately. At the same time, Bloom (2008) stated that the complexity of writing skills cannot be avoided, but can be solved by writing strategies. Thus, independent writing strategies were employed to tackle the difficulties in writing skills. However, the point does not show how students perceived its complicatedness, yet concerns strategies to compose the writing products.

The strategies for writing skills are not considered various by some scholars and practitioners. Bloom (2008) confirmed that the strategies were in the form of the writing process. The strategies occur in the pre-writing or planning, writing, reviewing, and revising processes. The strategies can be done by spending much time on determining writing outlines as the students' plans, composing texts which can be recursive from planning, a not so-called back and forth process, considering the product by rearranging or re-concepting the product (He, 2005). Through the process undergone, they have capability to perform in writing skills, such as the contents' quality and linguistic elements use.

The most writing strategies found in the writing process were employed by whole students, and the use of the strategies was done individually or in a team. They considered that the strategies comprising pre-writing, writing, and revising strategies were helpful (Dari et al., 2022; Eliwarti & Maarof, 2017; Maharani et al., 2018). It was confirmed that the strategies were claimed to be promoting students' writing development. The developments were obtained because the strategies come to help them cognitively and mentally, such as preparing themselves in content compositions and handling barriers in composition (Dari et al., 2022). Additionally, Maharani et al., (2018) also investigated the writing strategies that metacognitive and affective strategies were found in EFL university students, such as helping students in determining the writing purpose, and enhancing the students' cognitive and awareness of writing skills.

Besides, the independent writing strategies are derived from cognitive skills, as noted by practitioners (Kellogg, 2008; Peter & Costa, 2017). The cognitive strategies refer to the students' memory and thinking. Students' memory and thinking play a vital role in strategizing how the writing products are processed and produced in terms of building ideas, comprehending the writing topic, organizing the texts, and understanding form and meaning-making, as highlighted by Flower and Hayes (1981) in Bloom (2008). For instance, the processes of brainstorming ideas and composing a text are derived from the students' thinking. It was then asserted that thinking comes to help students arrange texts and adapt the writing tasks. In addition, Kellogg (2008) confirmed that the cognitive strategies occur in planning and reviewing, for instance, encouraging students to seek what should be prepared and assessing what has been composed. In the bottom line, the cognitive strategies occurred in the writing process altogether to raise and improve the students' working memory in acquiring the language. Therefore, this current study found the English students department employed independent writing strategies, consisting of pre-writing, writing, and pre-writing strategies, which were examined by the students.

To this end, several studies attempted to discover writing strategies (Abas & Abd Aziz, 2016; Aripin & Hanim Rahmat, 2021; Awan et al., 2021; Demir, 2018; Raoofi et al., 2017; Syahid, 2019), however, independent writing strategies, especially in Indonesian university students are less undertaken. It holds true that this study emerges from two points. First, this current study opened up the independent writing strategies used by university students. The strategies will show how they purposefully settle their plans of writing skill conduct as a means of achieving goals in the skill. As independent writing activities occurred for two semesters, this current study should uncover the students' strategies in coping with the writing skill, which was considered challenging learning. Second, this study will guide scholars and practitioners in providing ways to demonstrate effective writing strategies when the students are assigned to be independent writers. This will gradually promote students' ease in composing their writing products. In the bottom line, the study proposed a research question "what and how are English foreign students' strategies conducted independently in writing skills?" This study will document the English Department students' strategies practiced in independent settings, as how the strategies could help them in composing texts in the writing class.

Methodology

A survey was employed in this current study because it attempted to investigate the students' experiences toward independent writing. The survey design was appropriately employed since it involved a large group of students, and the responses were inferred from the students' responses (Creswell, 2012, p. 405). The subjects involved were the English Department students comprising 33 students at one of the state universities in Malang, Indonesia. The students were randomly taken from three different parallel classes. The subjects were selected since they experienced independent writing settings in two semesters during a writing class. Besides, the subjects' selections were based on the students' availability, as noted by Creswell (2012).

Since this study employed a survey study, two instruments were used. At the outset, a questionnaire using a six-point scale was provided for the students. The scales consisted of never (scale 1); rarely (scale 2); sometimes (scale 3); occasionally (scale 4); very often (scale 5); and always (scale 6). In addition, the questionnaire was divided into three parts: pre-writing, writing strategies, and revising strategies. The questionnaire was given online to students through a Google Form because the researcher could not access the students' different locations. The questions were 22 items in total, and the questions' description presenting the following blueprint is shown in Table 1.

Table 1. Independent Writing Strategies

No.	Variables	Sub Variables	Numbers of Questions
1.	Pre-Writing Strategies	**a. Resourcing** It concerns on seeking for references	Six
		b. Outlining It concerns on planning before writing	Four
		c. Elaborating It deals with connecting prior knowledge with resourcing strategy	Two
2.	Writing Strategies	**d. Rereading** It deals with re-reading whole contents checking the writing aspects employed	Six
3.	Revising Strategies	**e. Substituting** It deals with re-writing and re-arranging the writing	Four

Table 1 shows the blueprint of the questionnaire distributed to the students. All the questions aimed at finding the students' strategies in independent writing. Furthermore, a semi-structured interview was employed to profoundly investigate and follow up the students' responses Creswell (2012, p. 534) on the strategies consisting of three students. The three students were only interviewed because their responses were almost the same and the interview was then saturated. The three students, therefore, were sufficient to be followed-up. The interview questions were designed into three questions regarding the students' pre-writing, writing, and revising strategies, respectively.

With this in mind, the two instruments were differently analyzed. Quantitative data analysis was intended for the survey measuring the six-point scale's mean and percentages. Meanwhile,

qualitative data using Braun and Clarke's (2006) theory, thematic analysis, aimed to process the data obtained from the interview. The steps consisted of transcribing the audio from the Zoom Application and categorizing the responses into the determined strategies.

Findings and Discussions
This present study explored the English Department students' views regarding their writing strategies in independent settings. This section shows the results based on the three subheadings; independent writing strategies in pre-writing, writing, and revising. The results of the students' categories are shown in Table 2.

Table 2. The Descriptions of Master's Students by Classes

Class	The Number of Students	Percentages
S1 IC Offering A 2020	9	29.03%
S1 IC Offering B 2020	10	32.25%
S1 IC Offering C 2020	7	22.58%
S1 IC Offering D 2021	7	23.33%

Table 2 presents the English Department students' categories availably involved in this present study. Three classes entailed filling out the questionnaire. Having gained from the students, the results of the questionnaire are shown in Table 3.

Table 3. The Percentages of the Questionnaire Results

Questions	Mean	Mode	Never	Rarely	Some-times	Occa-sionally	Very often	Alwa-ys
1. As an independent writer, I browsed some references that need to be discovered before writing	5.27	5	0	0	0	12.1%	48.5%	39.4%
2. I identified the purpose of the text model (sample of text)	5.18	6	0	0	0	24.2%	33.3%	42.4%
3. I identified and highlighted ideas presented in the text model	4.96	5	0	3%	0	18.2%	54.5%	24.2%
4. I analysed the text model as my reference to step in writing	5.09	5	0	0	3%	18.2%	45.5%	33.3%
5. I identified the way the text model organised	5.03	5	0	0	0	24.2%	48.5%	27.3%
6. I noticed the linguistic features used in the text model	4.24	5	3%	6.1%	21.2%	21.2%	30.3%	18.2%
7. I made an outline before writing	5.09	6	0	3%	6.1%	21.2%	18.2%	51.5%
8. I determined the writing purpose in order to achieve the task achievement	4.90	5	0	3%	3%	24.2%	39.4%	30.3%
9. I usually wrote my ideas on a sheet	4.48	6	6.1%	3%	18.2%	18.2%	18.2%	36.4%
10. I outlined my ideas using my first language	3.66	4	6.1%	21.2%	15.2%	24.2%	24.2%	9.1%
11. I wrote down everything discovered from the topic of writing	4.42	5	0	3%	9.1%	39.4%	39.4%	9.1%

12. I elaborated on new information (from browsing) with prior knowledge	4.96	5	0	0	3%	21.2%	51.5%	24.2%
13. When writing, I still re-read some materials (references) to support my writing	5.36	5	0	0	0	6.1%	51.5%	42.4%
14. I always reread sentence to sentence and paragraph to paragraph after writing	4.96	5	0	0	6.1%	24.2%	36.4%	33.3%
15. I re-read my writing since I need to consider the gist of my writing	5.06	6	0	3%	3%	18.2%	36.4%	39.4%
16. I re-read my writing due to ensuring the intention	5.21	5	0	0	0	18.2%	42.4%	39.4%
17. I re-read my writing due to ensuring the writing organization	5.18	6	0	0	3%	21.2%	30.3%	45.5%
18. I re-read my writing using my first language	3.18	2	6.1%	30.3%	27.3%	18.2%	12.1%	6.1%
19. When I found ideas or language related problems, I revisit my alternatives ideas	4.75	5	0	0	9.1%	30.3%	36.4%	24.2%
20. I do a self-assessment by re-arranging for the inappropriate or irrelevant ideas	4.51	4	0	3%	15.2%	30.3%	30.3%	21.2%
21. I do a self-assessment of the contents by reading aloud	3.78	4	6.1%	15.2%	18.2%	33.3%	9.1%	18.2%
22. I do a self-assessment of the grammar by checking the guidelines of grammar rules	5.36	6	0	0	6.1%	12.1%	21.2%	60.6%

Table 3 presents the percentages of students' writing strategies in independent settings in writing class comprising strategies in pre-writing, writing, and revising. Based on the presented findings in Table 3, each of the independent writing strategies are elaborated in the following subheadings.

Independent Writing Strategies in Pre-Writing Process

Overall, almost all students underwent the three different strategies in pre-writing consisting of resourcing, outlining, and elaborating. At the outset, surprisingly, more than two-thirds of the students admitted that they always needed to do resourcing by browsing references. The students also perceived that the strategies underwent by each student were analysing the text model by highlighting the writer's intentions and noticing the ideas written, in which the strategies were considered very often and always to be employed by the students. The students (approximately 90%) also perceived that they outlined the writing plans using their first language (almost 60%) and using English (around 40%), respectively. When outlining occurred, the students confirmed that putting the outlined ideas on a sheet was the students' strategy stated by approximately 88% of students. Besides outlining, the students affirmed that

elaborating was their strategy since they were encouraged to synthesize their obtained references and connect them with their prior knowledge. Additionally, the elaboration was done by writing any references related to the writing topic as agreed by two-thirds of the students.

This present study also opened up the independent writing strategies from the interview, as the results are shown in the following.

The interviewed students reported that browsing is their very first strategy. The students believed that understanding the task should be prior before stepping into writing texts. The results are seen in the following:

Excerpt 1: The pre-writing took longer since I needed to surf the internet to comprehensively understand the task. Sometimes, I made outlines but not always. Browsing was done since my teacher just gave a general topic to compose, and we, as students, must determine the topic by ourselves (Student 1).

Excerpt 2: I always research by reading books or watching videos because I need to dig more into a given topic (Student 2).

Excerpt 3: I always started finding references (for., e.g., web articles) before writing (Student 3).

Based on the findings from the questionnaire and the interview, this study affirmed that resourcing is a prior strategy students always use in pre-writing. Clearly, the students relied much on seeking resources to ensure themselves in such a way of understanding the writing task. The resourcing strategy is defined as a helper for them to determine how they set plans to compose a certain genre. This strategy was done by several activities, such as highlighting some important texts' elements. They refer to the provision of intention, organization, and ideas in each paragraph. The results emerge from a study conducted by Park and Costa (2015), finding university students in Nepal that the prewriting strategy they conducted was reading the task guidelines only. It was asserted that comprehensively understanding the writing instruction before stepping to the core activity, writing a draft, should be done in order to fulfill the task's requirement.

Besides, the interview's findings revealed that resourcing, in terms of reading books and articles and watching videos, was undergone to make them more comprehensive and surely with their understanding of the writing topic. The students stated that browsing might take time because they were assigned to determine their writing intention, topic, and arguments. This is quite similar to Zhang (2009) cited in Cohen (2014, p. 177) finding that expert and novice writers usually spend much and less time on writing, respectively. Having said that, the strategy of the amount of time in use genuinely affects the writing quality then. In addition, the spent time investigated by Chinese students was also confirmed that the novice students usually spent longer time to consider the rhetorical refining, finding appropriate wordings or expressions, for the text composition (Sasaki, 2004).

Further, this present study also found that outlining was done besides doing the resourcing strategy in the pre-writing. Outlining's strategies were divided into making outlines, determining the writing purpose, writing the outlines on a sheet, and outlining using students' first language. Although a few students never did the outlining strategies (using the first language and putting the outlines on a sheet), almost all students had the same opinion that they strategized their writing by doing them altogether. The results are elaborated in the following:

Excerpt 1: I always outlined some headlines using my first language due to easily develop my ideas. For me, this is really difficult because I must develop from sentences to sentences (Student 1).

Excerpt 2: I made outlines in the form of bullets or mind maps from each paragraph. I attempted to use English in order to get accustomed to using effective English. While writing, I always read and read after each paragraph has been composed and continued to compose the following paragraph (Student 2).

Excerpt 3: Sometimes, I made outlines if the ideas were overwhelmed. If I could still handle the ideas' arrangement in mind, I would not make outlines (Student 3).

This finding showed an expansion of the outlining strategies from Park and Costa's (2015) results that Nepal students made some planned notes to ease them in developing and structuring their writing contents. It was affirmed that the outlines only focused on proposing important points as the students' headlines in elaborating content. In addition, another study also noted that outlining was always carried out by many students, which they made some notes as a means of stepping to construct arguments while writing (Dari et al., 2022).

In relation to using the first language in outlining, this strategy was employed by a number of students as obtained from the questionnaire and affirmed in the interview. The students believed that it was practical to help them conceptualize, propose, and develop ideas. However, this study found that almost half of students never use their first language since it will distract and inhibit their foreign acquisition in terms of processing ideas in mind and training them to produce written language. They believed that the process of reaching a communicative foreign language should be relevant to the process of acquiring it. This result is an emerging new from an expert, Cohen (2014, p. 251), stating that first language use eventually assists students in solving complicated tasks and problems. This strategy was considered practical for understanding what a student is finding out in his/her learning, yet this contrasts with this present study.

Further, elaborating, referring to understanding references, and connecting to prior knowledge were also found as the students' strategies. The students claimed that they did not fully take the materials, e.g., from the internet or book, unless they were trying to think and relate with their experience or knowledge. This finding provides an expansion compared to a finding obtained from Gholami and Alinasab (2017). They asserted that reading and listening were the students' strategies in pre-writing by identifying the forms and contents of the model texts only.

Other notable strategies were found from the interview that pre-writing was somehow done by discussing with friends. The results are seen in the following:

Excerpt 1: I asked for suggestions from my friends to check the title or the concepts made (Student 1), but my friends should be the ones who have good capability than me (Student 2).

Excerpt 2: I always tried to be independent, not asking for asking opinions by my friends (Student 3).

This finding was surprising since the students revealed that being assigned to write independently does not mean they entirely work alone. Somehow, they need friends to discuss their writing plans because they either feel unconfident or need opinions to help them think about their writing framework. Besides, this study reveals a new finding that the discussions with friends are carried out with those friends who have better capability than they do. Due to this, the students may put trust in the feedback shared by their friends. In contrast, a student clarified that she would try to the best of the student's knowledge to compose a text independently.

Independent Writing Strategies in Writing Process
This present study found the students' independent writing strategies during the writing process, such as re-reading references and re-reading the text composed. Re-reading references

refer to returning to the stored materials to reach relevant content and touch the task achievement. This strategy was conducted since they needed to make sure themselves about the writing quality.

Supported from the interview, the students confirmed that they frequently went back to pre-writing when getting stuck on writing. The results are explained in the following:

*Excerpt 1: I usually stepped back to pre-writing by browsing some references again (**Student 1**).*

*Excerpt 2: I always developed the bullet points into paragraphs. When getting stuck, I always insisted on myself to continue writing since I am easily forgetful about my planned ideas and go back to research (pre-writing) the next day if I have time (**Student 2**).*

*Excerpt 3: I usually write the texts by developing my outline. Getting stuck on my writing, I will browse again (**Student 3**).*

As analyzed from the interview's result, the strategy helped the students develop ideas by finding other references that might be helpful in supporting the ideas. This is emerging from this previous study (Nosratinia & Adibifar, 2014) that students in Tehran just focused on developing the results of their notes-taking and planning only during writing. Yet, this present study is similar to Gholami and Alinasab (2017) in that students attempted to do back and forth reading and listening activities in order to accurately employ some linguistic elements and appropriately propose ideas in composing their writing products.

The students' strategies in the writing process were divided into re-reading sentences to sentences, and re-reading to understand the writing gist, intention, and organization which were included as theirs. These strategies often occur because students need to ensure their writing quality. The findings were considered new from such studies (Gholami & Alinasab, 2017; Nosratinia & Adibifar, 2014), as students only focused on constructing texts and arranging each organization. Yet, it is similar to Park and Costa's (2015) finding, as students frequently checked their writing guidelines and revised while constructing texts, which means the students do some reading sentence to sentence to ascertain the good writing contents.

Independent Writing Strategies in Revising Process

The last stage refers to revising, which almost all students must always undergo to check their writing. This stage refers to re-writing and rearranging after the students check the inappropriate ideas and grammar aspects. In this study, the students highlighted that revision meant proofreading and self-correcting by looking back at the drafted outline and references. This finding was similar to several studies (Bloom, 2008; Nosratinia & Adibifar, 2014; Park & De Costa, 2015). The students re-arranged the contents because they believed the content was important.

This present study also found that checking grammar occurred during revision. Students needed to confirm that their writing fulfills the grammar rules. The students confirmed that checking grammar was done by reading grammar guidelines and even using a writing assistant tool. Only two students opposed that they did not self-correct, and three students sometimes did self-correct towards their writing because the revision occurred during the writing process altogether. This finding was a new expansion from Nosratinia and Adibifar (2014) that the students preferred checking contents instead of grammar, yet still checking the language in use. Further, the interviewed students confirmed the revising strategy occurred in their writing. The results are elaborated in the following:

*Excerpt 1: I admitted that revising was really challenging above all stages. When I proofread my own text by myself, I always considered that my text was not good enough. I often asked for help from my friend to re-read because I was not confident with my self-correction (**Student 1**).*

*Excerpt 2: Revising was not too challenging because I have spent time checking my writing regarding content and organization in the writing stage. So, I never rearranged much anymore but, of course, proofreading my writing to ensure its correctness (**Student 2**).*

*Excerpt 3: I always revise my writing when it is done. I just do a self-reading and never ask my friend to check or proofread. Before task submission, I just check my writing in a writing assistant tool, such as Grammarly (**Student 3**).*

From the interview result, the students confirmed two conditions they need in independent writing settings. Although independent, they still need friends to proofread their writing. It does not mean that they were not independent, but the role of friends, who have good capability in writing, can give comments to the text written. Through that, they felt confident and may continue to task submission. The condition provides a new expansion confirming revision was done with other students' assistance, which is scarcely found in previous studies (Bloom, 2008; Park & De Costa, 2015). However, a response about self-proofread was obtained that self-correct was convenient and there was no need to expect help from other friends.

Based on the observed findings from the questionnaire and interview, it was affirmed that writing strategies conducted in independent settings were employed by each of the students. This study believes that independent writing strategies can be meaningful and easy if the strategies are ideally implemented. As students still need their friends on determining writing topic and title and outlining ideas while pre-writing, teachers should be cognizant of providing source-based writing tasks in order to encourage their thinking in planning their writing or promote them to activate their previous knowledge after having the source. This means that students being assigned to have independent writing will be purely independent writers, in which the teacher can assess each student's real performance. This does not mean not to allow students to work with friends, but the essence of independent writing will not reflect on the independence settings.

To this end, the independent writing strategies in this present study practiced by the English Department students were various. Each student has different ways of planning, composing, and revising. In pre-writing, the students attempted to apply many activities, such as browsing and outlining. To the best of the students' efforts, they also attempted to propose ideas by connecting their own knowledge without asking their friends, which is assumed to be meaningful, as students learn to be problem solvers. Besides, the students believed that re-reading references and re-reading the composed text occurred in the second strategy that shows students pay attention and play as general readers to their own texts. Lastly, revising was always carried out by the students as a means of considering and improving for the drawbacks of the writing contents.

Conclusion

As a whole, this study highlighted that the students employed three strategies in writing skills; pre-writing, writing, and revising. Firstly, the students revealed that they underwent three kinds of pre-writing strategies, such as resourcing, outlining, and elaborating. It was found that resourcing was their very first strategy because they must understand the writing task. They also used an outlining strategy because they believed it was highly important to arrange the proportion of each paragraph's content. It was then continued to elaborate which means students do some browsing and use prior knowledge to plan what and how the text will be composed. Going to the second strategy, it refers to writing. It consisted of re-reading their

own outlines and references as they needed to ensure their contents are suitable with the plans. The last concerned on revising in which students re-arrange and re-concept when needed. Despite the fact that this study is obtained from two instruments, this study is still limited in such ways. They are (1) the questions provided in the second strategy, writing, are still limited, on how students undergo the process. This means that the study does not discover what the students do after re-reading sentences and references; (2) the amount of time spent in the prewriting strategy responded by the students in the interview is not provided; and (3) the detailed strategies were well undergone when the students' writing contents get revisions from teachers. Therefore, this study confirmed that independent writing strategies should be more intensively examined for further studies on how the students naturally implement their own strategies in the writing class. By that, the writing strategies practiced by the students will be effective, and teachers may provide additional assistance when finding the students' shortages within the strategies.

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