MONOGRAPH

VALIDATING A QUESTIONNAIRE OF EFL ESSAY WRITING STRATEGIES

Validating a Questionnaire of EFL Essay Writing Strategies is a detailed monograph that explores the development, validation, and application of an instrument designed to assess the essay writing strategies of EFL students. The primary aim of this study is to create a reliable and valid questionnaire that captures the diverse strategies employed by students during the pre-writing, writing, and post-writing stages of the writing process.

It employs a mixed-methods approach, combining quantitative analysis (such as item fit, internal consistency, and unidimensionality) with qualitative insights to validate the questionnaire. The book provides a thorough analysis of the validation process, including statistical methods that confirm the reliability and usefulness of the tool in both research and classroom contexts. The findings offer valuable insights into how EFL students approach different stages of writing and how their strategies may vary across these stages. Special attention is given to the interaction between pre-writing, writing, and post-writing strategies, such as revision and self-reflection.

Designed for EFL researchers, educators, and curriculum developers, this work offers a practical guide for using the validated questionnaire as a diagnostic tool in the classroom. It also suggests directions for future research on the intersection of writing strategies and language proficiency. Overall, Validating a Questionnaire of EFL Essay Writing Strategies is both a scholarly contribution and a practical resource, providing a solid foundation for further studies and enhancing EFL writing instruction.

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PREFACE

Writing is a crucial skill for students learning English as a Foreign Language (EFL), and understanding the strategies that students use throughout the writing process is essential for enhancing both instruction and learning outcomes. As an EFL educator or researcher, one of the most significant challenges lies in effectively assessing and supporting students' writing development. While numerous studies have explored writing strategies in general, there has been a lack of reliable and validated instruments specifically designed to assess the diverse range of writing strategies employed by EFL students in the context of essay writing.

This book, Validating a Questionnaire of EFL Essay Writing Strategies, presents the results of a rigorous study designed to address this gap. The primary objective of the research was to develop, validate, and refine a questionnaire aimed at capturing the key strategies that EFL students use at each stage of the essay writing process: pre-writing, writing, and post-writing. By validating this instrument, this study contributes to the broader field of EFL writing research, providing a practical tool that educators and researchers can use to better understand and support students in their writing journey.

The validation process, detailed in the following chapters, involved a comprehensive analysis of the questionnaire's reliability, validity, and dimensionality, as well as an exploration of its applicability across different student demographics. The study's findings offer insights into how writing strategies evolve across stages of the writing process and highlight the nuances of students' engagement with tasks such as brainstorming, drafting, revising, and self-reflecting.

In addition to contributing to academic knowledge, this work has significant practical implications for EFL teaching. The questionnaire not only serves as a valuable diagnostic tool for identifying students' strengths and weaknesses in writing but also offers a framework for future educational interventions. By using the findings from this research, educators can tailor their instruction to better support students' strategic development, ensuring that learners become more competent, confident, and independent writers.

This book is structured to guide readers through the process of developing and validating an assessment tool for writing strategies, with a particular focus on the context of EFL essay writing. In the first chapters, I provide an overview of the theoretical framework that underpins writing strategy research and the methodology used in this study. The subsequent chapters present the results of the validation process, including detailed analyses of item validity, reliability, and unidimensionality. Finally, I offer practical suggestions for how the questionnaire can be applied in both research and teaching contexts, as well as recommendations for future research.

I hope this work will inspire further research into EFL writing strategies and encourage the development of new tools that can aid in the ongoing effort to improve writing instruction. It is my belief that understanding the strategies that underpin successful writing is essential for empowering students to achieve their full potential as writers in English.

November, 2024

The Author

ABOUT THE MONOGRAPH

This monograph, Validating a Questionnaire of EFL Essay Writing Strategies, presents a comprehensive study focused on the development, validation, and application of an instrument designed to assess EFL students' essay writing strategies. The primary goal of this research was to create a reliable and valid questionnaire that captures the diverse range of strategies employed by students throughout the various stages of the writing process—pre-writing, writing, and post-writing. Writing is a fundamental skill for EFL learners, and understanding the strategies they use during the writing process is key to improving writing instruction. Despite the significance of writing strategies in second language acquisition, existing tools for assessing these strategies often lack the rigor or specificity required to address the complexity of EFL writing tasks. This monograph fills this gap by providing a validated questionnaire that can be used by researchers, educators, and practitioners to gain a deeper understanding of students' writing processes and offer targeted support to improve their writing skills.

The study described in this book is grounded in a robust theoretical framework that connects writing strategies to established models of the writing process. It incorporates a mixed-methods approach to validation, combining quantitative analysis (e.g., item fit, internal consistency, and unidimensionality) with qualitative insights into the practical application of the questionnaire. The book details how the instrument was validated through a series of rigorous statistical analyses, including item validity, internal consistency testing, and dimensionality analysis, making it a reliable tool for both research and classroom application.

Through the findings presented in this monograph, readers will gain insights into how EFL students engage with different writing strategies, and how these strategies may vary across different stages of the writing process. Special attention is given to the relationship

between pre-writing activities, the actual writing phase, and post-writing strategies such as revision and self-reflection. The research also addresses the applicability of the questionnaire across different student demographics, ensuring that it is an inclusive and unbiased tool.

This monograph is structured to provide a clear and in-depth understanding of the research process and outcomes. The early chapters introduce the theoretical background and methodology of the study, while the later chapters focus on the validation process, including detailed statistical analysis and interpretation of results. The final sections of the book offer practical recommendations for educators on how to use the questionnaire as a diagnostic tool in the classroom, as well as suggestions for future research directions.

This monograph is intended for a wide range of readers, including EFL researchers, educators, curriculum developers, and those interested in the assessment and teaching of writing. It is particularly valuable for those who seek to understand how writing strategies affect writing performance and for educators who wish to support students' development by using evidence-based tools to assess writing strategies. Researchers in applied linguistics and second language acquisition will find this work a useful resource for conducting further studies on the intersection of writing strategies and language proficiency.

By presenting a validated tool for measuring EFL writing strategies, this monograph contributes to the ongoing development of more effective language assessment tools. It provides a detailed examination of how writing strategies can be measured across different stages of writing, offering a structured way for educators to understand and address the challenges students face at each stage. Furthermore, it paves the way for further exploration into how the use of writing strategies influences writing quality and how targeted instruction can foster strategic writing development. Ultimately, Validating a Questionnaire of EFL Essay Writing Strategies serves as both a scholarly contribution and a practical guide, offering a solid foundation

for future research and practical applications in the field of EFL writing instruction.

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CHAPTER I
INTRODUCTION

Presented in this chapter is the background of the study encompassing the geneal overview of writing in EFL context, writing assessment, writing strategies, review of the prior studies, the gaps and novelty. The next parts discussed are research questions, the scope of the study, the obectives of the study, and the significance of the study.

A. Background

In the context of EFL nowadays, writing is the most difficult skill to teach. It not only involves the productions of language features but also the organization of thoughts or ideas into coherent and united texts. During my observation in EFL writing classes, It was found some challenges of the students in developing their writing, particularly in essay writing. First, many students had no ideas to start their writing about the topic given by their lecturer. Second, they had insufficient knowledge to write about topic that made them get stuck. Also, they had no confidence to develop their writing. Moreover, since they had less writing practice, their production of writing was weak. It was also found that they were frequenty often tied in the situations taht tahey were unable to put the concepts or strategies they learned into practice as in writing instruction, there is descrepancy between concept and practice as well as between attitude and practice (Bozorgian et al., 2024).

In response to the challenges, it should be kept in mind that everyone can write. Teacher should emphasize this premise to the students who still think that they are unable to write (Fountaine & Elbow, 2003). Writing is a learned skill so that students should be encouraged to write from a very simple task. According to (Rabl, 2019), students are asked to write for several reasons: as an assessment, as a medium for crticial thinking, to explore their

comprehension and memory, to enhance their communication skills, and to prepare them to be professionals in certain disciplines in the future. Consequently, teachers should create appropriate and innovative strategies for effective writing instruction. Also they should be able to identify students' attitudes in writing as well as their learning styles to write.

The complexity of writing not only lies in its instruction buat also in its assessments. EFL writing becomes a major concern of many EFL teachers and researchers. EFL Writing assessment theoretically has two purposes; to make inferences and decisions (Weigle, 1997). Since we cannot observe directly the language ability of an individual, writing assessment can be conducted in which the results can be used to make inferences. Those inferences become the the date used to make decisions about an individual, classroom, and future programs. For instance, in EFL writing class, formative assessment is conducted to diagnose students' writing ability during the class. When teacher gives such an assessment, students' weaknesses or challenges in writing can be identified for the next lessons' improvement or refinement. While summative assessment in writing is used for judging or grading an individual writing performance and program evaluation. However, practically, many EFL classroom writing tasks often do not meet the principles of language assessment; practicality, validity, reliability, fairness, authenticity, and washback. Of the principles, validity often arises in writing assessment context.

Validity is intended to measure what is supposed to be measured. It means that a test should demonstrate the content or ability to measure. Validity may take into several forms or types depending on the types of the research data. For quantitative data, the validity measurement can be done and enhanced through sampling, instruments, and statistics measurements. While for qualitative data, the validity is measured through several aspects like the depth, richness, scope of the data, and the participants of the study (Cohen, Louis & Morrison Keith, 2018a). Unfortunately,

there is often bias arising in measuring the validity of qualitative data when it relates to the participants' opinions, attitudes, perspectives that usually lead to subjectivity. In EFL assessments, in particular, validity is commonly used to measure language proficiency of the learnes in terms of language skills mastery (Jing, 2019).

A valid test should measure the subject matters tested and provide feedback or insights into both students' current ebilities and their potentials for upgrading in the future. (Jing, 2019) also states the benefits of content validity which means that a test should represent all aspects relevant language skills in an adequate way. A test shouldn't only focus in a specific way on a aspect skill like vocabulary, grammar, etc., since it doesn't represents overall aspects of learners' language proficiency. Also, a test should have predictive validity meaning that it should give feedback to the learners for future language learning. Moreover, validity shouldn't be conducted only in one time, it must be re-conducted following research and adjustments. A test must be re-evaluated in order to be stay relevant and consistent because a test should yield the same results under the same conditions or circumstances. It is to be concluded that assessing language proficiency addressing to language skills (speaking, reading, listening, and writing) needs careful consideration to make sure that the tests are well constructed and interpreted. Teachers or educators must ensure that tests become accurate tools for measuring or investigating learners' abilities.

Regarding the complexity of EFL writing and the issues of validity in EFL context as previously described, this study presents validity analysis in EFL essay writing context. (Hui & Tsai, 2002) presents some issues of validity in writing assessment. One issue raised is how to ensure accuracy and fairness of testing writing skills especially in the EFL context. A test should measure what is supposed to (content validity), the test scores should match up with those of other similar test (criterion-related validity), and whether the test measures the ability what is supposed to be measured (construct validity). These three types of validity often become the

main issue when validating a writing test which is very complex and involves many different aspects. (Moses & Yamat (2021) stated that content validity is very important as it ensures that assessment should refer to the key parts of writing. The feed or insights from teachers or educators are used to confirm whether the test criteria reflect the aspects of writing such as mechanics, grammar, organization, etc. Construct validity is intended to identify whether a test matches specific writing skills such as fluency, coherence, unity, vocabulary, etc. However, the abstract skills of writing like creativity and critical thinking are not observed or evaluated thoroughly so that the test should be constructed in more complex areas to catch them. And criterion-related validity is also important as it deals with consistency; how the results of a writing test align with those of other writing tests.

In essay writing, for instance, the complexities arise not only in the format and mechanical skills, but also in its organization, content, use of grammar and sentence structures. Another issue raised in writing assessment in scoring. There are commonly two methods of scoring; holistic and analytic scoring. Holistic scoring refers to how to assess writing as a whole which seems very easy to do, quicker and normally used for large-scale testing. This method lacks in giving feedback or new insights to the students. While analytical scoring assesses writing by breaking it into detailed components such as grammar, sentence structures, content, organization, and others. This method takes a longer time to undertake than the holistic one.

Ensuring a valid writing test is very important to confirm that the test reflects the skills of writing such as mechanics, organization, content, unity and coherence as well as linguistic features (Navarro et al., 2019). A writing test should also involve the aspect of fairness meaning that it offers equal opportunities to all test takers to demonstrate their abilities. However, it is generally acknowledged that a bias may appear since a writing test involves the variety of linguistic and cultural background of the test takers. Therefore,

consistency is required in the scoring criteria or rubrics which covers both the diversity of linguistic features and cultural background of the test takers. Another aspect to ensure the validity of a writing test is the transparency in scoring and feedback. The results of the test should provide meaningful feedback to the test-takers which aligns with the skills measured in the test since the inconsistency of feedback may result in undermining the test validity.

A number of studies have investigated the importance of validating writing tests. Among the studies, 3 previous studies were selected to support this current study; (Cheng & DeLuca, 2011; Liu & Jia, 2022; Ohkubo, 2009). Cheng & DeLuca (2011) investigated 59 people conducting large-scale English writing tests. They were asked to write 300 to 500 words of composition about their test-taking experiences. It focused on ensuring whether or not the tests were valid. To measure the validity of their responses, a coding method was utilized and their experiences were categorized in two areas: the actual test experience (the test environment and outcomes, etc.) and the technical side (how the test was developed, structured, and administered). The findings showed that the valuable feedback and insights from the test-takers contribute the validity of the test. The second study presents the validity measurement to evaluate students' writing performance at Renmin University of China(Liu & Jia, 2022). The researchers used numbers-based and feedback-based methods. To gather the data, the researchers reviewed the scale and interviewed the raters to support the scale data. To analyse the data, Facet Rasch Measurement was employed. The results showed that the rating scale for writing was valid with some challenges for improving writing assessments in the future. The last supporting study is the one conducted by (Cheng & DeLuca, 2011). They investigated the writing works of the test-takers in academic writing. In gathering the data, the performance of six test-takers was analysed on how they acknowledged and paraphrased information from the original texts. The findings showed that the top-performing test-

takers could attribute and utilize information from the source texts as required, while the lower-scoring test-takers had to work hard in this area. This implies that the task should reflect and capture all the language skills in academic circumstances.

In addition to writing test, measuring validity is also conducted to the instrument or questionnaire of writing strategies. Writing strategies are considered to be an important part of EFL writing instruction which significantly affect the productions of writing. Writing strategies help learners improve fluency and accuracy in writing. Many researches have shown the effectiveness of writing strategies in improving learners' academic writing performance: self-efficacy and self-regulation determined the teachers' use of strategies during the writing process (Bui et al., 2023a; Umamah et al., 2022); leaners with higher writing ability experienced more improvement significantly in terms of metacognitive, cognitive, affective and effort regulation strategies than those with lower writing abilities (Raoofi, Binandeh, et al., 2017); metacognitive strategies significantly contribute in improving students writing performance (Al-Jarrah et al., 2018a).

The validity measurement in this study was conducted through a questionnaire relating to EFL essay writing strategies. To support this study, three studies were selected; Petrić & Czárl (2003); Qin (2018); Raoofi, Miri, et al., (2017). The first study investigated validity of a writing strategies questionnaire. The findings showed that there were some potential challenges and limitations of the writing strategies instrument or questionnaire. The second study investigated metacognitive awareness of writing strategies instrument or tool. The results showed that the tool or instrument was valid for measuring metacognitive writing strategies. And the last study aimed at validating a writing strategy questionnaire for English as a Second Language learners. And the results showed that the writing strategies were classified into five: metacognitive strategies, cognitive strategies, affective strategies, effort regulation, and social strategies.

To contribute the gaps in response to the previous studies previously described, this study focuses on validating the questionnaire of EFL essay writing strategies which is rarely conducted in the context of EFL teaching in Indonesia. Unlike the prior studies, the writing strategies in this current study focuses specifically on the cognitive strategies encompassing three types of strategies: pre-writing strategies, writing strategies, and post-writing strategies. The validation process was conducted using Rasch Model. In addition, this study introduces a novel instrument for assessing how learners navigate the process of essay writing. The writing strategies at every stage of writing-before, during, after writing-gives fresh insights into the needs of EFL academic writing instruction, and approaches for students. It significantly contributes to the area of language testing and assessment in EFL academic writing.

B. Research Questions

Regarding the background previously described encompassing the issues in EFL writing context, the previous studies, the gaps and the novelty of this current study, the research questions are formulated as follows:

1. What are the dimensions of pre-writing, writing, and post-writing strategies the questionnaire grasps and how these dimensions match up into the underlying theories of writing strategies?
2. How consistent is the questionnaire when it walks in internal consitency and applied repeteadly to the students of the English Department, faculty of Teacher Training, Universitas pancasakti Tegal?
3. To what extent does the questionnaire contribute content, construct, and criterion-related validity when applied into the students?

C. Scope of the Study

The scope of this study relates to the setting and the participants of this research, the development of the questionnaire, validity and reliability measurement, cultural and contextual considerations, data analysis, and the limitations of this study. This study was conducted at the English Education Department, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal and the participants involved were 63 students attended academic writing class. The development of the questionnaire was derived from the concepts or theories of the writing process of academic essay writing and the dimensions of cognitive writing strategies were embedded in three types of strategies: pre-writing, writing, and post-writing strategies. All the activities of the writing process stages are inserted in the questionnaire of the writing strategies. Empirical measurement for validity and reliability is the main focus of the study encompassing three types of validity: construct validity, criterion-related validity, and content validity. While the reliability refers to the consistency testing using Cronbach's Alpha. In terms of cultural and contextual consideration, this questionnaire was tested to Indonesian EFL learners in which the content strategies refer to students' experiences and the theoretical bases they learned. Both descriptive and inferential statistics using SPSS were used to measure the validity and reliability. Considering the setting and the participants, as well as the cultural and contextual considerations, the results of this study is useful for enhancing the quality of EFL Instruction, particularly in the field of language testing and assessment in the English Department, Faculty of Teacher Training and Education Universitas Pancasakti Tegal. Thus, it can't be generalized but it can be a reference for future research in the relevant area for a wide range of participants in Indonesian or global context.

D. Research Objectives

In response to the research questions, the research objectives are stated in the followings.

1. To identify the dimensions of pre-writing, writing, and post-writing strategies the questionnaire grasps and how these dimensions match up into the underlying theories of writing strategies.
2. To evaluate the consistency to the questionnaire when it walks in internal consitency and applied repeteadly to the students of the English Department, Faculty of Teacher Training, Universitas pancasakti Tegal.
3. To assess the validity of the questionnaire when applied to implemented into the students of the English Department, Faculty of Teacher Training, Universitas pancasakti Tegal.

E. The Significance of the Study

This study provides theoretical, pedagogical, and practical contributions in the field of EFL teaching, particularly in the contexts of academic writing and language testing and assessment. Academic writing is one type of writing that students must produce for various purposes such as completing assignment, final project, etc. This study focuses on validating a type of academic writing-essay. Validity closely relates to the field of language testing and assessment as it is one of the basic principles. Presented in this study are how validity measurement was administered to the questionnaire of writing strategies in EFL context. The types of validity discussed are contruct-validity, criterion-related validity, and content validity. Relability analysis was also presented in this study.

Theoretically, it contributes the gaps to the exisiting literature. There have been some models of writing strategies in a number of forms: cognitive strategies, meta-cognitive strategies, etc. This study focuses on specific cognitive writing strategies

encompassing 3 types of strategies: pre-writing, writing, and post-writing strategies which are captured in an instrument and matched up with the underlying theories. This study also raises the understanding about the underlying contructs or theories about essay writing strategies in EFL instruction context since it provides empirical investigation about the dimesions of writing strategies in all stages. Moreover, this study also contributes to the theory of EFL testing and assessment as this study provides insights to develop the questionniares in the context of EFL learning context and to validate them in order to ensure they accurately measure the dimensions of writing strategies.

Pedagogically, this study benefits to the field of EFL teaching in Indoensia, particulrly in the field of academic writing and language testing and assessment. It can improve the process of writing instruction. Students are introducted to a systematic and structured writing proces stages whose activities are captured in the questionnaire. It also helps teachers identify the strategies which are used or not used by the students so that students' problems in writing can be figured out and teachers find ways how to cope with. This study also promotes learners' autonomy and helps students develop their strong writing skills.

Practically, the questionnaire can be used as a medium or tool for students to identify their writing strategies when attending essay writing class as the questionnaire has passed empirical measurement for its validity and reliability. This tool can also be used in a wide variety of contexts such as classroom assessment, research and professional development for teachers or lecturers. Throughout the questionnaire, teachers are able to identify the writing strategies used by the students during attending the writing class. In a wider context, this study provides insights on how writing assessments are constructed and applied in the EFL teaching and learning context, not only at the English Education Department, Faculty of Teacher Training and Education Universitas Pancasakti Tegal, but also in global context.

CHAPTER 2
REVIEW OF RELATED LITERATURE

Discussed in this chapter are the underlying theories of writing strategies, writing strategies in EFL contexts, validity in EFL assessment, developing a validity questionnaire of writing strategies, previous studies, gaps and novelty in future research.

A. Writing Strategies in EFL Essay Writing Context

Writing strategies are very important in enhancing students' writing performance in EFL leearning context. Writing strategies help students navigate their writing in a systematic process to produce better writing works and avoid them from boredom and frustration when writing. It is generally acknowledged that writing is mot challenging skill to learn since it involves many aspects such as mechanical skills, content, organization, and linguistic features. Thus, selecting appriopriate strategies in developing writing is very helpful for students in the process or product of their writing works. The writing strategies discussed and investigated in study are self-regulating writing strategies, cognitive writing strategies, and metacognitive writing strategies.

1. Self-Regulating Writing Strategies

Teng & Ying (2023) stated that self-regulating strategies significantly influence students' performance in English academic writing in EFL context. Self-regulation strategy is one of the basic concepts of self-assessment which deals with learner's autonomy. In EFL academic writing context, self-assessment is a pre-condition of learner autonomy which enables students to self-editing and revising, reflecting to what they write (Taufiqulloh, 2015). Despite writing, self-assessment is also effective to improve other skills and aspects of EFL such as speaking (Sintayani & Adnyayanti, 2022), reading (Baniabdelrahman, 2010, listening, vocabulary (Vangah, 2013), etc. Other studies have also shown the effectiveness of self-regulating

strategies in improving writing proficiency (Sun & Wang, 2020; Teng et al., 2022; Umamah et al., 2022). The use of regulating writing strategies helps learnes deal with complexity of writing tasks on academic writing performance.

2. Cognitive Writing Strategies

Cognitive writing strategies deal with the mental process of the learners to generate ideas, to make a structured writing, and to produced a refined work of writing. Such strategies focus on technical aspects of writing from the creating or planning up to the revising stage. In EFL essay writing context, the strategies encompassess activities which are embedded in all stages of writing process with a series steps of writing from the most simple activity until the more complex one. Through such an approach, students are led to write following a series stages or steps of writing. The writing process is on the contary to the traditional method of teachers in which they assign a set writing topic, with students writing and handing in without revision during a certain time period.

Generally, the writing process consists of three major parts ; pre-writing, writing and post writing. To have an effective writing instruction, we need to systematically teach our students problem-solving skills connected with the writing process to realize specific goals in each stage in process writing. Writing process is intended to produce something in a formal written form of writing which consists of several stages. Yet, it is not as simple as it is since the process of writing is not linear but rather recursive. It means that writers plan, draft and edit but they often re-plan, re-draft and re-edit. According to Oscarson (2009), writing process consists of pre-writing stage which includes generating and gathering ideas and facts through for example talking and reading, multiple rough drafts, sharing drafts through reading own or peer work, feedback and revision to improve content and organization on the drafts, editing for formal language errors (i.e. Spelling and grammar) at the final stage and last version to be published, posted and/or graded. While Oshima & Hogue (2006) mentioned five sequential steps of the writing process: pre-writing,

planning, writing (drafting), polishing and writing the final draft. While Taufiqulloh (2014) identified 5 steps of the writing process in EFL essay academic writing: planning, writing the first draft, assessing, polishing, and writing the final copy.

The planning stage consists of main activities: choosing and narrowing the topic. Students choose a topic provided by teacher. Then, they generate ideas through some actitivities such as brainstorming, small discussion or talk about the topic, rapid freewriting, clustering and so on. At the end, the outline of essay is constructed. In writing the first draft, students write anything in about the topic to elaborate or develop ideas. In line with this, they also use appropriate grammar and other linguistic features, the mechanical aspects as well as the organization in their first draft. In the assessing stage, students assess their first draft for all aspects of essay: format, mechanics, and content, organization, grammar, and sentence structures using the rubrics provided,. They score their first draft to get the initial result used for polishing. It includes two activities: revising and editing. Revising stage is to check writing for content and organization including unity, coherence and logic. Students could change, rearrange, add, or delete, all for the goal of communicating their thoughts more clearly, more effectively and in a more interesting way. While editing stage is to check or correct the grammar and other meachanical skills. Finally, students write the final copy or draft of their writing referring to the results of the polising stage. They may reread again and re-write if there are some changes or revisions since writing is a continous process.

3. Metacognitive Writing Strategies

It is generally acknowledged that in EFL context at colleges and universities in Indonesia, students experience a lot challenges or problems such as their inabilities or confusion to generate ideas in writing, lack of vocabulary, poor grammar and other linguistic features, poor content, etc., that result in poor writing works. One of the reasons for the problems is due to inappropriate strategies appleid in EFL writing class which put much concern on cognitive aspects. In response

to that, the use of metacognitive strategies helps students cope with as it deals with self-regulating and self-monitoring strategy.

Metacognitive writing strategies closely relate to the awareness of the writing and how she/he navigates and regulates the writing process. These strategies help students manage and regulate their cognitive processes in writing. Cognitive writing strategies focus on the technical skills of writing embedded in the writing process stages from creating, planning, writing, polishing, and writing the final copy. While metacognitive writing strategies emphasize on the metacognitive activities such as planning, monitoring, evaluating, etc. In EFL essay writing context, in particular, the planning stage includes some activities such as selecting topic, generating ideas, and formulating a structure of writing. Following the structure, students write the first draft. Then it comes to the monitoring stage in which students monitor what they have done in writing. They check their first draft in the areas of mechanical aspects, format, content and organization, grammar as well as sentence structures. Self-assessment really takes part at this stage since it delas with self-regulating and self-monitoring strategy (Al-Jarrah et al., 2018b, 2018a; Amawa, 2022; Rosdiana et al., 2023; Teng & Yue, 2023). On the bases of the self-assessment process, students polish their writing for the final draft. Then, they proofread or evaluate their writing comprehensively.

B. Underlying Theories

In EFL learning context, understanding learning theories is very important which drives to learning pattersn or fomulas in order to achieve the goals. And learning academic writing, in particular, There are three kinds of theories underlying the development of the questionnaire of essay writing strategies in EFL contexts: cognitive learning theory, cognitive process theory of writing, and self-regulation theory.

1. Cognitive Learning Theory

Jean Piaget and Jerome Bruner are the main experts who developed cognitive learning theory. This theory of learning views learning as a sytematic process in which students develop their cognitive abilities through some stages depending on their age and maturity. Cognitive learning theory is higlly related to the concept of contstructivism. Such a concept views that childeren gain their cognitiove development through their social interaction. Also, cognitive learning theory focuses on developing the crtical thinking skills of the students in different context of learning and the integration of students' knowledge and action. At this part, teachers can observe and analyze the cognitive development zone to understand students' knowledge readiness, and to develop learning objectives in various ways, as well as to choose appropriate contenxs and strategies for instructional design (Levine, 2022). In contextaul practice, when it is integrated to teaching, it can facilitate the transfer of knowlege, provide a reference for research on contextaul cognitive learning theory and help teachers to use the theory in a systematic way.

Cognitive learning theory is active and participatory.This theory emphasizes on how students are involved in active learning through experience and interaction with others to accelerate their comprehension and long memory. Also, this theory also enhances students' understanding of learning concepts or constructs to connect the new or innovate knowledge with the existing ones. In simply words, this theory not only drives the learners to gather memorizing skill, but also comprehension skill. Moreover, this theory enhances the creative and critical thinking skills of the students, and raises their sense of problem-solving skills in different learning circumstances. Furthermore, cognitive learning theory is adaptive embracing learning style and individual development which is potential to develop learning strategies based on students' needs and competencies. In addition, cognitive learning theory activates the metacognitive skills of the students which enable them to regulate and monitior their own learning as metacognition itself is defined as cognition about cognition which refers to second order cognitions: thoughts about thoughts, knowledge

about knowledge or reflections about actions (Papaleontiou-Louca, 2008). However, the impelementation of cognitive learning theory in EFL context face some challenges. As this theory deals with personalized and interactive learning with diverse competencies of the students, it takes long time or inffective when it is applied in large class settings. Second, it is also time-consuming as it includes some processess as reflecting, exploration, and deep understanding. Moreover, teacher or facilitator plays a significant role in creating effective learning proses and enhancing students' critical thinking skill. And this theory doesn't really concern some the factors such as emotion, motivation, and social intervention in learning process.

2. Social Cognitive Learning Theory

Social cognitive theory was developed by Albert bandura. This theory views the importance of learning process from observation and social interaction. This theory is to complement the cognitive learning theory which emphasizes on learning through people's behaviour or attitudes rathen than personal experince. This theory also involves cognitive aspects encompassing self-assessment and self-regulation by emphasizing on social aspects as the crucial part of learning process. Bandura (1991) stated continuous self-influence drives and controls human behaviour. The self-regulation functions ecompass three key processes: self-monitoring; evaluating one's behavior against personal standards and situational factors; and emotional self-reaction. Self-regulation also embraces the mechanism of self-efficacy which significantly affects personal agency through its strong effects on thought, emotion, motivation, and action. The self-regulatory system also leads to moral conduct although it provides more stable evaluative standards, more complex judgmental aspects, and stronger emotional self-reactions.

Social cognitive theory views learning as an observation, a mental process, self-reinforcement and self-punishment, self-efficacy, reciprocal determinism, and goal-based motivation. Learning occurs through obervation in various settings or contexts and imitating the behavior from others. It is also called modelling. An individual can

learn anything based on what they see and observe and then analyze whether or not they will imitate. This theory also views learning as a mental process in which a learner uses his/her thought to process (analyse, define, and internalize) information becore it comes into being since learning is not only a matter of stimulus-response. Morover, this theory drives an in dividual to assess their own behavior and actions whether or not they meet the personal standards as well as to give reward and punishment to their own based on the standards. Furthermore, this theory promotes learners to have self-efficacy. It is very crucial to how an indivdual (learner) accomplishes tasks to achieve his/her goal and how to respond to learning failure. Another concept of this theory is reciprocal determinism: the mutual interaction among personal factors (principle, value, and emotion), environment, and behavior. For instance, personal factors can effect environment and reversely. In addition, this theory also views behavior which is frequently motivated by goals and expections to achieve certain goals. An individual learns when observing others' behavior to predict possible outcomes when performing similar actions. The expectations about the outcome of the action, either good or bad, impact the motivation to perform the action.

3. Self-Regulation Theory

Self-regulation theory drives people to manage or control their cognitions, emotions and behaviours to achieve learning goals. In learning context, this theory enhances the development of individual and enables him/her to cope with challenges and gain self-control (Hadwin & Oshige, 2011). The aspects of self-regulation theory include determining goals, self-monitoring, self-reflection, time management, and motivation.

Self-regulated learning initially begins with determining goals that a learner needs to focus to achieve. Studies proved that students who set specific, realistic goals generally gain better performance because they focused on their direction and use available resources to achieve goals. For instance, a student who wants to be good at English should have the goal of mastering speaking once they are good. Another

aspect of self-regulation theory is self-monitoring and metacognition. This aspect refers to how a learner monitors their progress in pursuing the goals or objectives. It helps her/him figure out which aspects of learning he/she is good or week in and whether or not the learning strategies should be changed. Metacognitive skill is also used for a self-regulated learner to understand and identify the areas that need practice. Reflextivity is the central concept of self-assessment. It is about how we learn to regulate and reflect what we learn. It is a central concept to self-regulation and self-reflection (Oscarson, 2009). Reflection is the concept of enlightenment of individual autonomous learning. Through reflection, we learn how to improve ourselves in learning. It is something worthwile for the languagee for the language learners especially, to view back what they have done or learnt, then evaluate them, recognize their problems or weaknesses in learning and find out the solutions through self and teachers' feedback for the enlightment or improvement in their future learning. Reflection in language learning also enables learners to adjust and cope with various situations in learning. Reflection is a process to deepen our understanding on one experience relating to others. Once we had an experience in learning, we could view it back, and it could help us to plan for future enlightment or improvement in learning. It is a meaning-making process to deepen our understanding of one experience with other experiences and ideas. It is about our systematic way of thinking, our interaction with others and an attitude in which it values growth to ourselves and others. The reflective learner is the one who possesses disciplined thought and open to obtain meanings in their experience. Thus, they enable to interpret their experience, recognize problems or weaknessess and generate possible or alternative solutions. In addition, time management in self-regulation helps the learners balance various workloads of academic activities, plan study time, and avoid studying by cramming. Self-regulated learners know sticking to a study schedule reduces stress and boosts performance.

C. Validity in EFL Writing Assessments

The term 'validity' closely refers to truthfulness, accuracy, consistency, accuracy, and authenticity. Validity is intended to measure what is supposed to measure. In research, validity is the key of an effective research. The research which is valid, then the result is accountable and respectively (Cohen et al., 2000; 2018). Validity is a key idea indicating how well evidence and theory back up the intended interpretation of test scores. It reflects how accurately a test measures what it supposes to measure, making sure that the scores represent the concept they intend to capture. The validity of a test affects educators, researchers, and test administrators to make the conclusions, to make it a critical aspect in creating and applying such a test. In Simply words, validity is a complex concept as the combination of different types of evidence. Traditionally, researchers identified separate types of validity, such as content validity, criterion-related validity, and construct validity. However, modern validity theory, in particular, considers these as interconnected elements that form a unified concept of validity.

There are many different types of validity such as content validity, criterion-related validity, construct validity, internal validity, external validity, concurrent validity, face validity, jury validity, predictive validity, consequential validity, systemic validity, descriptive validity, etc. Related to this study, there are only three types of validity discussed in this study: content validity, construct validity, criterion related validity.

Content validity is whether or not the subject matter tested is what is taught. It is essential for ensuring that a test accurately reflects the knowledge and skills which are relevant to the area to measure. According to Cohen, Louis & Morrison Keith (2018)), this validity type is unique because it heavily relies on expert judgment. Educators or reserachers should carefully review the test items to assess the topics and the competencies important to the domain in question . For example, in an EFL setting, content validity is tested by evaluating whether or not the test content aligns with the curriculum and the

learning goasl. This includes three key considerations: test coverage, test relevance, and program coverage. Test coverage assesses how comprehensively the test includes the material pertinent to the field, ensuring that major topics or skills are not overlooked. Test relevance, on the other hand, examines whether each item on the test is appropriate and reflects knowledge taught within a particular course or program, which ensures that the test is fair and aligned with what students have learned. Finally, program coverage considers whether the program itself thoroughly addresses the full scope of the field.

Construct validity is a fundamental concept in the validation of tests and assessments, focusing on how accurately a test measures the specific psychological construct or theoretical attribute it was designed to evaluate. Unlike other validity types that may rely solely on test scores or outcomes, construct validity delves deeper, examining whether each test item authentically represents and reflects the intended construct. It incorporates a broad range of evidence sources, including statistical analysis, logical deduction, and theoretical coherence, to ensure that the assessment truly embodies the construct it claims to measure. To establish strong construct validity, it's vital to ensure that the test outcomes are a direct result of the construct itself, free from influences of extraneous or unrelated factors. This level of validity is comprehensive, as it also integrates other validity forms, such as content and criterion-related validity, underscoring its importance in the overall framework of test validation. According to Cohen, Louis & Morrison Keith, (2018) and moaFian (2007), Construct validity is gathered when a test accurately catches the complexities and nuances of the construct. For example, if a test aims to measure writing competence, construct validity will focus on whether the test items genuinely represent aspects like mechanics, content, organization, grammar. High construct validity means the test reflects all relevant dimensions without overlooking significant aspects or including unrelated elements that could skew the results. However, there are two main issues of this validity that limit its accuracy and applicability. The first issue occurs when a test is too narrow or fails to include key dimensions of the construct. The second issue is the inclusion of

irrelevant factors, refers to the presence of extraneous elements that inadvertently influence the test results. When unrelated factors are included, they introduce unnecessary variance into the outcomes, detracting from the test's focus on the core construct. Ensuring construct validity is not a simple process; it requires a thoughtful and rigorous approach that combines theoretical understanding, careful item selection, and continuous empirical testing. In addition, the comprehensive nature of construct validity is what makes it so central to effective test design and interpretation. By capturing the construct's full essence, a test with high construct validity provides meaningful insights into individuals' abilities, traits, or attitudes. Conversely, a test with low construct validity may lead to misleading or inaccurate conclusions, impacting decisions in areas such as education placement, clinical diagnosis, or employee selection. Consequently, test developers strive to refine construct validity to enhance the test's practical utility and ethical implications.

Criterion-related validity is defined as the degree when a test score aligns with scores of other tests assessing the same performance. This type of validity is determined by comparing test scores with one or more criteria from other measures or tests considered to assess the same factor. The criterion should be relevant, clear, reliable, and attainable. This validity has two types: concurrent validity and predictive validity. In concurrent validity, the test scores are compared to current performance on the criteria. While in predictive validity, test scores are used to predict future performance if the students. Crterion -related validity has both strengths and weaknesses. The validity makes the test more applicable and meaningful since it relates to the real performance of the test takers. It also provides quantitative measurements betweem the test scores and the criteria and objective data. Besides, in EFL teaching and learning context, it is used for selection and prediction, as well as enhancing decision-making on the learning process. However, there are still some issues concerning with criterion-related validity; the complexity in selecting criterian, variability in creterion quality, contextual influences, difficulty in prediciting long-term outcome, and limited scope of validity evidence.

In EFL writing assessments, validity often becomes the main issue teachers or researchers need to cope with. A writing test involves the real or actual writing, unlike the other types of language skills test commonly focusing on answering multiple-choice questions or filling in the blanks. In writing test, there are two levels of performance assessment: high and low assessment. In high sense of writing assessment, learners tend to imitate a real-life task. The performance is evaluated on the basis of how well the task is completed in a real-life context. The primary concern here is on the completion of the task, not the accuracy of the language used. However, in low sense of writing assessment, the focus is on the use of language in writing (Hui & Tsai, 2002). The distinction between strong and weak forms of performance assessment is a key conceptual consideration. For instance, in the weak sense, an EFL writing test is intended to capture the leaners' ability in writing, meaning the scoring criteria should clearly define the construct of writing ability, and raters should be trained to interpret these criteria with a focus on language-related aspects. If not, test scores might reflect unrelated factors like creativity and neatness, making it difficult to connect inferences from test performance to real-world performance in non-test scenarios.To ensure the relevance and validity of a test, teachers or educators should take into account all aspects of the testing situation that significantly affect test performance, including the specification of the construct domain in terms of topical knowledge, test specifications, administration conditions, and criteria for scoring.

To validate a writing test, the test specifications should include a detailed description of the test content, the criteria for accuracy (such as the scoring rubric), and examples of tasks or items. To ensure validity at this stage, the task should only prompt the elements of writing that are defined in the construct we intend to test, without any additions or omissions. For an EFL writing task to precisely elicit these components, the writing prompt must be clear and specific enough to limit varying interpretations. When test-takers are offered multiple prompts, these prompts should be as comparable as possible to prevent variations in task demands from affecting test-takers' scores. Additionally, if scoring rubrics do not accurately represent the construct being measured, they

may compromise the validity of conclusions drawn from test results. Therefore, rubrics should include a clear and precise statement of the construct components being assessed. Generally, rubrics with more subscales, such as analytic rubrics, are considered to promote higher consistency in scoring.

D. Developing A Writing Strategies Questionnaitre.

The development of the questionnaire in this study was conducted through five stages that include: (1) selecting the concept; (2) selecting the writing strategies; (3) formulating the objective; (4) developing content; and (5) validating the content, as seen in the following figure.

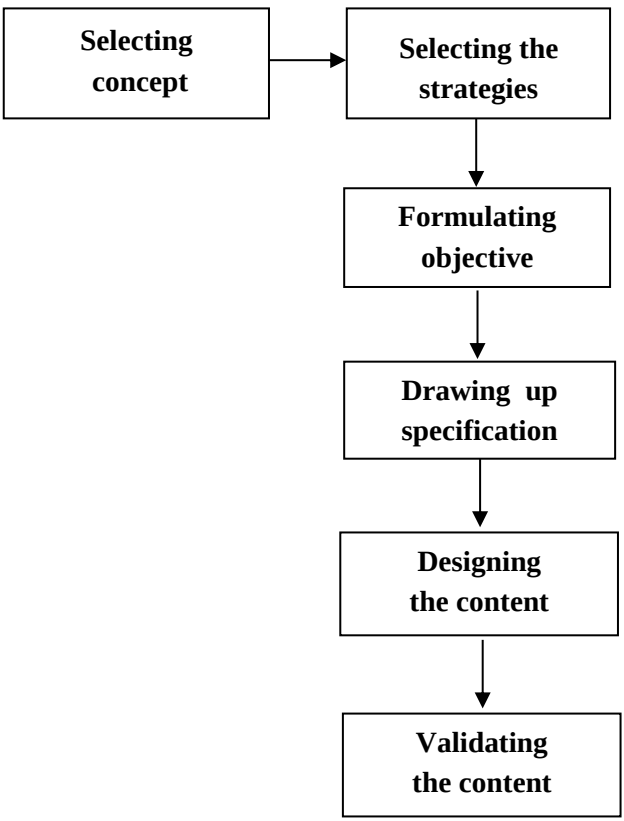

Figure 1. Stages of questionnaire development

Drawn from the figure, the develpment of the questionnaire of writing strategies in this study was conducted initially by selecting and analyzing the underlying theories which include cognitive learning theory, social cognitive learnning theory, and self-regulating theory, aimed at strengthening the construct of the questionnaire. The second step is selecting the strategies of EFL writing consisting of self-regulating strategies, cognitive strategies, and metacognitive strategies. Then the objective was formulated on the bases of theories and strategies. The type of questionnaire was then specified with five responses (using Likert Scale, 1-5) for statistic measurement. Moreover, to design the content, the questionnaire was split in three parts: pre-writing strategies, writing strategies, and post-writing strategies. Finally, the prototype of the questionnaire was then validated through experts judment to meet the content validity.

E. Previous Studies

To support this current study, four studies were selected; Petrić & Czárl (2003); Qin (2018); Raoofi, Miri, et al., (2017). The first study investigated the validation process of a writing strategies questionnaire both in qualitative and quantitative ways. It used two groups of respondents from the population. Based on the data gathered, the researchers discussed the factors affecting the respondents' responses and categorized them in into those related to the construct of writing strategies and those associated with the research instrument and reliability check method. The findings showed that there some potential challenges and limitations of the writing strategies instrument or questionnaire. The triangulation technique from different instruments not only provides instrument's validity but also gives valuable feedback to the construct. The second study investigated metacognitive awareness of writing strategies within multimedia learning environments using a newly developed survey instrument called LLMWSIME. The data gathered through LLMWSIME resulted in a three-part metacognitive structure, which consists of planning, monitoring, and evaluation. The LLMWSIME demonstrated strong

construct validity and reliability. As a diagnostic tool, the LLMWSIME is very potential for researchers in similar contexts globally, especially those studying EFL learners' awareness or reported use of writing strategies in multimedia-supported environments. And the third study aimed at validating a writing strategy questionnaire for English as a Second Language learners. The validity analysis was done both in quantitative and qualitative way. 30 items of the questionnaire were developed based on the feedback from the L2 experts and interviews with undergraduate students. The items were then administered to 322 undergraduate students. The data was analysed using Principal Component Analysis (PCA). And the results showed that the writing strategies were classified into five: metacognitive strategies, cognitive strategies, affective strategies, effort regulation, and social strategies. And the last study investigated generalizability (G-) theory to evaluate the accuracy and validity of writing scores given to secondary school ESL students in Canada's provincial English exams. The main research question was: Are there differences in the accuracy and construct validity of analytic scores given to ESL students versus NE students in the provincial English writing exam over three years? A series of G-studies and decision (D-) studies were conducted over three years to investigate these accuracy and validity issues. Results indicated that there were indeed differences in score accuracy between ESL and NE students when initial (pre-adjudication) scores were considered. The observed G-coefficients for ESL students were significantly lower than those for NE students across all three years, suggesting less accuracy and more errors in the writing scores assigned to ESL students. Additionally, there was notably less convergent validity in one year and less discriminant validity across all three years in the scores for ESL students compared to NE students. These findings raise questions about potential bias in assessing ESL students' writing if initial scores are used.

F. Gaps and Novelty

To contribute the gaps in response to the previous studies previously described, this study focuses on validating the questionnaire of EFL essay writing strategies which is rarely conducted in the context of EFL teaching in Indonesia. Unlike the prior studies, the writing strategies in this current study focuses specifically on the cognitive strategies encompassing three types of strategies: pre-writing strategies, writing strategies, and post-writing strategies. Pre-writing strategies include some activities such as brainstorming (mind mapping, clustering, etc), listing, questioning, research, and outlining. Writing strategies include the activities such as starting the hook to garb readers' attention, providing thesis statement in the background, providing the topic sentence in each paragraph, providing supporting ideas (facts, details, etc) to support the topic sentence, applying proper linguistic features, and making the essay united and coherent. While post-writing strategies encompass some activities such as editing, revising, and writing the final copy. All the strategies refer to all steps or stages of the writing process (Oshima & Hogue, 2006). Another gap was also found as the validation process of the questionnaire was conducted by using SPSS to validate each item in the questionnaire and to measure the reliability of the questionnaire. The questionnaire was constructed on the bases of theoretical frameworks about the writing process of academic writing and students' experiences when attending academic writing class. The feedback from the test-takers contributes the validity of the questionnaire.

Another novelty of this study was also found that the validation process of questionnaire was done using Rasch Model through Winstep Software. The Rasch model is a psychometric framework which provides a robust method for measuring latent traits, such as learning attitudes, using ordinal data. The model provides three features of characteristics: unidimensionality, intervale scale, item fit, respondent fit, and Differential Item Functioning (DIF). Unidimensionality is to ensure that the items in a scale measure a single construct, which is essential for accurate and valid measurement. Interval scale can convert

ordinal data into interval-level measurements, allowing for more precise comparisons and analyses between individuals. Item fit is to assess the fit of each item to the overall construct being measured, ensuring that all items contribute meaningfully to the measurement as a whole. Respondent fit is to examine whether individual responses are consistent with the expected pattern, helping to identify outliers or inconsistencies in responses. And Differential Item Functioning (DIF) is to detect whether items function differently across subgroups, such as gender or language proficiency, which is essential for ensuring fairness and validity.

CHAPTER III
METHODOLOGY

A. Research Design

This study used a mixed methods approach aimed at investigating the validity and reliability of the questionnaire of writing strategies questionnaire in EFL context encompasssing three areas: pre-writing strategies, writing strategies, and post-writing strategies. Pre-writing strategies include some activities such as brainstorming (mind mapping, clustering, etc), listing, questioning, research, and outlining. Writing strategies include the activities such as starting the hook to garb readers' attention, providing thesis statement in the background, providing the topic sentence in each paragraph, providing supporting ideas (facts, details, etc) to support the topic sentence, applying proper linguistic features, and making the essay united and coherent. While post-writing strategies encompass some activities such as editing, revising, and writing the final copy.

B. Setting and Participants

This study was conducted at the English Education Department, Teacher Training and Education Faculty, Universitas pancasakti Tegal in the even semester of academic year 2023/2024. This study involved sixty-two (62) students of fourth and sixth semester who attended academic writing classes, particularly essay writing classses.

C. Data Collection

The collection of research data was conducted over the EFL writing course in one semester. Four classess of academic writing course were observed focusing on the implementation of writing process in academic writing class which consists of some stages: creating, planning, writing the first draft, polishing, and writing the final copy. To measure the validity and realiability, a questionnaire of

writing strategies embedded in all steps of the writing process was distributed. The students' responses are the data of this study for validity and reliability analsis.

D. Instrument

To gather the data of this study, a questionnaire was employed which include three sub-questionnaires: a questionnaire of pre-writing strategies, a questionannire of writing strategies, and a questionnaire of post-writing strategies. It used *Likert Scale* to understand about opinions/perceptions of the participants consisted of five types of responses or answers (always, very often, sometimes, rarely, never). The questionnaires were fugured out in the following tables.

Table 1. Pre-Writing Strategies Questionnaire

No	Strategies
1	I generate the ideas about the topic. I write every idea about the topic that comes into my mind.
2	I create visual pictures, diagrams, etc., and begin with the main concept about the topic and find the related sub ideas and thoughts
3	I make a list of related ideas to help me draft my writing
4	I conduct preliminary research to gather data, facts, evidence to support my writing
5	I search for references (books, journals, etc.) to support my writing
6	I conduct interviews with those who have more knowledge or experience about the topic of writing.
7	I create some questions to explore deeply about the topic
8	I read some relevant texts and note some key points related to the topic
9	I conduct some literature review of the relevant topic
10	I create an outline of my writing containing main ideas, controlling ideas, and supporting details

The questionnaire in table 1 shows students' strategies during following the academic writing class in the creating and planning stage which include some activities such as mind mapping, listing, searching related literature, interviewing, questionning, reviewing, and outline.

Table 2. Writing Strategies Questionnaire

No	Strategies
1	I start with the hook in the background to grab readers' attention
2	I provide a thesis statement in the end of the background
3	I provide a topic sentence in each body paragraph
4	I provide supporting details (facts, examples. quotes, etc.) in each body paragraph to support the controlling idea
5	I make an analysis of the supporting details in each body paragraph
6	I provide transition signals to link sentences into paragraph
7	I provide transition signals to link paragraphs into an essay
8	I provide a concluding sentence in each paragraph
9	I restate the thesis statement and summarize the important points of my essay in the concluding paragraph
10	I cite some texts from relevant sources on my essay

Table 2 containes some strategies of the students in the writing stage of writing process. It contains the activities or strategies how students accomplish the first draft of thir writing which include some activities such as finding the hook of their writing, providing thesis statement, providing controlling and supporting ideas, as well as using grammar and sentnece structures in writing.

Table 3. Writing Strategies Questionnaire 2

No	Strategies
1	I check and edit my essay for its content
2	I check and edit my essay for its organization
3	I edit my essay for its grammar
4	I edit my essay for its sentence structure
5	I check my essay for its mechanical aspects
6	I check my essay for its vocabulary
7	I check my essay for its novelty
8	I check my essay for its coherence
9	I check my essay for its unity
10	I provide similarity check for my essay

And table 3 contains the strategies used after students finish their

first draft in the polishing stage consisting of revising and editing. Revising focuses on content and organization of their writing, while editing deals with the use of grammar and sentence structures, mechanics, and format.

E. Data Analsysis

The data were then analyzed both in quantitive and qualitative way. For quantitative finding, Rasdh Model analysis using Winstep software version 5.7.1.0. was utilized to find out the validity of each item in the questionnaires and also its realibililty. Relating to validity, the correlation coefficient value was classfied into three categories, small (0.10 to 0.29), medium (0.30 to 0.49) and high (0.50 to 1.00). Cronbach's alpha was also used for measuring the reliability of the questionnaire. While the qualitative anylisis of the data was conducted through synthesizing the underlying theories regarding the content of the questionnaire to meet the construct validity.

CHAPTER IV
RESULTS AND DISCUSSIONS

A. The Analysis of Item Validity, Polarity, and Item Fit

Item validity analysis includes the evaluation of Mean-Square (MNSQ) for Infit and Outfit, as well as Point Measure Correlation (PTMEA CORR). MNSQ values in the range of 0.5-1.5 indicate items that fit the model, with some items needing attention due to high MNSQ values, particularly at the post-strategies stage.

Table 4. The Analysis of Item Validity, Polarity, and Item Fit

Stage	Item	Total Score	Measure	S.E.	Infit MNSQ	Outfit MNSQ	PTMEA CORR
Pre-Strategies	R1	238	-0.43	0.17	1.12	1.10	0.60
	R2	191	0.96	0.18	0.92	0.92	0.75
	R3	230	-0.19	0.17	0.56	0.55	0.76
	R4	234	-0.31	0.17	1.32	1.29	0.60
	R5	267	-1.37	0.19	0.82	0.73	0.62
	R6	191	0.96	0.18	1.37	1.33	0.70
	R7	202	0.63	0.17	0.98	0.99	0.72
	R8	235	-0.34	0.17	0.81	0.79	0.67
	R9	217	0.19	0.17	1.25	1.24	0.65
	R10	227	-0.10	0.17	0.82	0.78	0.69
Writing Strategies	R1	206	0.57	0.18	1.57	1.52	0.62
	R2	214	0.32	0.18	0.71	0.69	0.78
	R3	245	-0.64	0.18	0.85	0.82	0.67
	R4	233	-0.27	0.18	1.02	1.01	0.65
	R5	214	0.32	0.18	0.91	0.91	0.72
	R6	232	-0.24	0.18	0.65	0.66	0.73
	R7	218	0.19	0.18	1.43	1.38	0.60
	R8	228	-0.11	0.18	0.77	0.74	0.73
	R9	232	-0.24	0.18	0.71	0.70	0.74
	R10	221	0.10	0.18	1.32	1.35	0.62
Post-Strategies	R1	268	-1.01	0.22	0.89	0.82	0.65
	R2	247	-0.03	0.21	1.05	1.07	0.70
	R3	269	-1.06	0.23	0.60	0.55	0.71

	R4	258	-0.52	0.22	0.70	0.69	0.74
	R5	240	0.28	0.21	0.97	0.95	0.75
	R6	260	-0.62	0.22	1.26	1.12	0.65
	R7	220	1.16	0.21	1.27	1.23	0.76
	R8	231	0.67	0.21	0.94	0.92	0.78
	R9	235	0.50	0.21	0.71	0.71	0.82
	R10	232	0.63	0.21	1.62	1.91	0.65

B. Unidimensionality (Dimensionality Analysis)

The results of the unidimensionality analysis indicate that the instrument has a sufficiently high variance explained by the main factor, with a percentage of variance explained >40% at each stage. This shows that the instrument sufficiently meets the assumption of unidimensionality.

Table 5. Unidimensionality

Stage	Variance Explained by Measures (%)	Variance Explained by Persons (%)	Variance Explained by Items (%)	Unexplained Variance (1st Contrast) (%)
Pre-Strategies	46.8	19.3	27.5	14.4
Writing Strategies	41.5	20.0	21.5	14.5
Post-Strategies	48.1	24.1	24.0	15.0

C. Analysis of Differential Item Functioning (DIF) Based on Gender

DIF is used to detect item bias based on gender. There are no significant differences between male and female responses at the three stages, so it can be concluded that the item does not contain gender bias.

Table 6. Differential Item Functioning (DIF) Based on Gender

Stage	Item	Gender	DIF Measure	DIF Contrast	DIF t	p-value
Pre-Strategies	R1	L	-0.35	0.00	0.00	0.96
	R2	P	-0.35	0.00	0.00	0.79
	R3	L	-0.31	0.03	-0.12	0.88
	R4	P	0.12	-0.06	-0.14	0.82
	R5	L	0.00	0.05	0.43	0.86
	R6	P	-0.09	-0.10	-0.24	0.75
	R7	L	-0.17	0.07	0.08	0.92
	R8	P	0.10	-0.20	-0.30	0.67
	R9	L	0.08	-0.11	0.10	0.85
	R10	P	-0.22	0.15	-0.20	0.73
Writing Strategies	R1	L	0.02	0.03	0.05	0.95
	R2	P	-0.40	0.09	1.15	0.26
	R3	L	-0.30	0.10	0.21	0.82
	R4	P	0.00	0.01	0.15	0.88
	R5	L	0.03	0.02	0.08	0.90
	R6	P	0.01	-0.05	-0.07	0.93
	R7	L	0.03	-0.16	1.13	0.41
	R8	P	-0.10	0.07	0.18	0.85
	R9	L	-0.06	0.04	-0.11	0.89
	R10	P	0.02	-0.01	0.05	0.97
Post-Strategies	R1	L	-1.06	0.60	1.21	0.55
	R2	P	-1.01	0.55	1.53	0.60
	R3	L	-0.33	-0.10	0.12	0.87
	R4	P	-0.15	0.05	-0.10	0.88
	R5	L	0.00	0.00	0.00	0.96
	R6	P	0.03	0.03	0.08	0.90
	R7	L	-0.25	0.10	-0.18	0.84
	R8	P	-0.05	-0.05	0.06	0.92
	R9	L	0.02	-0.02	-0.03	0.97
	R10	P	0.05	-0.01	0.07	0.94

From the DIF analysis results, there are no significant differences in the DIF t values or p-values across all items (R1 to R10) and at all stages (pre-strategies, writing strategies, post-strategies) based on gender. All p-values > 0.05 indicate that the items do not contain gender bias, thus the items used in this study are fair and consistent for all participants, both male and female.

This is important because it ensures that the measured learning attitudes are not influenced by external factors such as gender,

allowing for more objective and accurate results in measuring students' learning attitudes towards academic writing.

D. Discussion

This study aimed to validate a questionnaire designed to assess EFL students' essay writing strategies across three stages: pre-writing, writing, and post-writing. The findings from the item validity analysis, reliability testing, unidimensionality analysis, and differential item functioning (DIF) analysis provide a comprehensive understanding of the effectiveness, validity, and reliability of the questionnaire in capturing the writing strategies of EFL students.

1. Dimensions of Writing Strategies

The results of this study confirm that the questionnaire successfully captures three distinct dimensions of writing strategies: pre-writing, writing, and post-writing. These stages correspond to key components in established models of the writing process (Alamargot & Chanquoy, 2001). The pre-writing stage, which involves planning, organizing ideas, and gathering information, is strongly reflected in the questionnaire's items. This is consistent with previous research which highlights the critical role of pre-writing strategies in organizing thoughts and preparing for the writing task (Bui et al., 2023). The pre-writing strategies identified in this study also align with strategies recommended for enhancing writing quality, such as outlining, brainstorming, and drafting .

The writing stage, encompassing the drafting process and idea development, is equally well captured by the questionnaire. This stage corresponds with Alamargot & Chanquoy, 2001 notion of the writing process as an interactive and recursive activity, where writers constantly move back and forth between stages, revising and refining their ideas. The items that assess drafting and idea generation in this study reflect this dynamic process, reinforcing the understanding that writing is not linear but iterative.

However, the post-writing strategies dimension presented some challenges. Several items in this stage had higher MNSQ values, indicating potential misfit with the model. This suggests that the post-writing phase, which typically involves revision, reflection, and editing, may be more complex or varied across different individuals(Mohammed & Al-Noori, 2020). While some students may engage in extensive revision and self-reflection, others may not recognize these activities as distinct writing strategies or may apply them inconsistently(Sundari & Febriyanti, 2022).This finding supports the notion that post-writing strategies, such as self-editing or peer feedback, might be underrepresented or less consciously utilized by EFL students, possibly due to differences in writing instruction or personal writing habits (Chen, 2022). Therefore, further refinement of the post-writing items may be necessary to more accurately capture these strategies, potentially by providing clearer descriptions or examples of reflective writing practices.

2. Internal Consistency and Reliability

The internal consistency of the questionnaire was found to be generally high, with item correlations (PTMEA CORR) showing strong reliability. The item fit analysis further supports the robustness of the questionnaire, indicating that the instrument consistently measures writing strategies across the three stages of writing. The absence of significant gender bias, as shown by the Differential Item Functioning (DIF) analysis, is a noteworthy strength of this study. This suggests that the questionnaire performs equitably for both male and female students, aligning with the findings of prior studies that emphasize the importance of non-biased assessment tools in educational research (Ghaemi, 2022).

The results also confirm that the questionnaire can be reliably used for repeated assessments over time. This stability and reliability are crucial for practical applications in classrooms or longitudinal studies, where it is essential to assess writing strategies over multiple points of

time without significant variations in the results. The consistency of the questionnaire across different gender groups further supports its potential for use in diverse educational settings, ensuring that it can be widely applied to EFL students without bias or inequity in how writing strategies are measured.

3. Validity of the Questionnaire

In terms of validity, the questionnaire demonstrated strong evidence of content validity, as the items effectively captured the strategies identified in the literature on writing processes. The alignment between the questionnaire's items and established writing theories, such as those proposed byAlamargot & Chanquoy (2001), indicates that the questionnaire is well-grounded in theory and effectively reflects the key aspects of the writing process. This is crucial, as content validity ensures that the instrument measures the relevant constructs, providing a solid foundation for the use of the questionnaire in research and educational settings (Zhang & Aryadoust, 2022).

The construct validity of the questionnaire was supported by the unidimensionality analysis, which demonstrated that the instrument measures a single underlying factor in each stage of the writing process. The variance explained by the main factor in each stage (pre-writing, writing, and post-writing) was above the acceptable threshold of 40%, further confirming that the questionnaire is measuring a coherent construct of writing strategies (Nomura et al., 2021). This finding is consistent with previous research that supports the view that writing strategies, while multidimensional, can be captured by a single construct that reflects overall writing proficiency (Zhang & Aryadoust, 2022)

Additionally, the criterion-related validity of the questionnaire was suggested by the absence of DIF based on gender. The absence of significant gender bias across the items suggests that the questionnaire is a valid tool for measuring writing strategies in a diverse student

population. This finding is particularly important because gender bias in assessment can distort the accuracy and fairness of the results and ensuring the instrument's neutrality enhances its credibility and applicability across different educational contexts (Ghaemi, 2022).

4. Comparison with Existing Literature

The findings of this study align with the broader body of literature on writing strategies in second language writing. Previous studies have emphasized the importance of recognizing and supporting the various stages of the writing process (Bui et al., 2023; Chen, 2022; Mohammed & Al-Noori, 2020; Sundari & Febriyanti, 2022). The results of this study reinforce the notion that pre-writing strategies are particularly crucial in preparing students for successful writing tasks, as they help students organize their ideas and set a clear direction for their writing (Bui et al., 2023). The questionnaire's focus on these preparatory strategies is consistent with the view that effective writing requires careful planning and organization (Chen, 2022).

However, the challenges observed in the post-writing strategies dimension reflect gaps in the literature regarding how post-writing activities are conceptualized and measured. While some studies have highlighted the role of revision and self-reflection in improving writing quality and the variability in how students engage with these activities complicates their measurement (Mohammed & Al-Noori, 2020). This study's findings suggest that post-writing strategies may not be as universally applied or recognized by students, which aligns with the challenges reported by other researchers who have noted the difficulty of encouraging revision and reflection in EFL contexts (Sundari & Febriyanti, 2022).

5. Implications for Teaching and Learning

The validated questionnaire offers significant implications for EFL teaching. By providing a clear picture of the writing strategies students employ at different stages, it can help educators better understand the

challenges students face in their writing process. This understanding can inform teaching practices and allow for targeted interventions that focus on areas where students may need additional support. For example, if the questionnaire reveals that students are struggling with post-writing strategies, teachers can incorporate more revision-focused activities into the curriculum, encouraging students to engage more critically with their drafts and fostering a greater sense of ownership over their writing (Alamargot & Chanquoy, 2001).

Moreover, the ability to assess students' writing strategies can help teachers provide more personalized feedback. For example, students who excel in pre-writing strategies but struggle with drafting and revising can be given specific guidance on how to transition their ideas into a coherent draft and how to approach the revision process effectively. This personalized approach not only improves students' writing but also helps build their confidence and competence as writers.

In conclusion, the findings of this study support the validity and reliability of the questionnaire as an effective tool for assessing EFL students' writing strategies. The questionnaire's ability to capture the three key stages of the writing process demonstrates its alignment with established writing theories. The strong internal consistency and lack of gender bias further enhance its applicability and fairness across diverse student populations. However, the challenges observed in measuring post-writing strategies highlight areas for further refinement. Overall, the validated questionnaire provides a valuable resource for both researchers and educators in understanding and improving EFL students' writing practices.

E. Limitations of the Study

While the findings are promising, several limitations should be considered. The post-writing strategies dimension, in particular, revealed issues with item fit, suggesting that these items may not fully capture the complexity or variability of post-writing behaviors. This is a critical area for future research. Refining or expanding the post-

writing items to more effectively measure activities such as revision, self-editing, and peer feedback could improve the instrument's overall validity.

Additionally, the sample in this study was limited to students from the English Department at Universitas Pancasakti Tegal, which may limit the generalizability of the findings. Future studies could extend the validation of the questionnaire to include students from different regions or countries to assess its applicability in diverse EFL contexts. Furthermore, longitudinal studies could explore how students' writing strategies evolve over time and whether targeted interventions lead to improvements in their writing processes.

Future research could also explore the relationship between writing strategies and writing performance. While this study focused on validating the instrument, examining how writing strategies correlate with writing outcomes would provide stronger evidence of the criterion-related validity of the questionnaire. This could further inform teachers about which strategies most strongly contribute to successful writing in EFL contexts.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study aimed to validate a questionnaire designed to assess the essay writing strategies of English as a Foreign Language (EFL) students across three key stages: pre-writing, writing, and post-writing. Through a comprehensive analysis of item validity, reliability, and dimensionality, the results confirm that the instrument is both reliable and valid for capturing students' writing strategies. The item validity analysis revealed that most items in the questionnaire were consistent with established writing process models, making it a strong tool for assessing the strategies employed by students at different stages of writing. The three-dimensional approach adequately reflects the key stages of the writing process, which aligns with how writing is conceptualized in theory. Furthermore, the internal consistency of the questionnaire, indicated by high PTMEA correlations, supports its reliability as a measure of students' writing strategies.

However, the analysis of post-writing strategies revealed some areas for improvement, particularly with items related to revision, self-reflection, and self-editing. These items showed higher-than-expected misfit values, suggesting that the post-writing dimension may not fully capture the range of behaviors associated with this phase of writing. This highlights the need for further refinement of the questionnaire in this area to better address the complexities of post-writing activities. The absence of significant gender bias, demonstrated by DIF analysis, indicates that the questionnaire is fair and consistent across male and female students. This is an important feature, as it ensures that the instrument can be used with diverse student populations without concerns about bias.

In addition, the unidimensionality analysis showed that each stage of writing accounts for a sufficient amount of variance, confirming that the questionnaire measures a single underlying

construct of writing strategies at each stage. This supports the use of the instrument not only as a reliable tool for academic research but also for practical applications in the classroom. Overall, this study has successfully validated a questionnaire that effectively measures the key writing strategies in EFL students' essay writing, making it a valuable tool for both researchers and educators. While the instrument is generally reliable and valid, the post-writing strategies section needs further refinement to fully capture the scope of revision and reflection processes. These insights provide a strong foundation for improving the questionnaire and enhancing its effectiveness in assessing students' writing strategies.

B. Suggestions

While this study successfully validates the questionnaire for assessing EFL students' essay writing strategies, several areas remain open for further exploration and refinement. The findings highlight both strengths and limitations of the instrument, particularly in capturing the complexity of post-writing strategies. Based on these results, the following are several suggestions:

1. Refining the Post-Writing Strategies Dimension

One of the key areas that need further refinement is the post-writing strategies dimension, particularly regarding the assessment of revision, reflection, and self-editing. Several items in this section did not fit the expected model, indicating that the questionnaire might not fully capture the depth or variety of post-writing behaviors. Future research should focus on revising or expanding these items to better reflect the different types of revision strategies that students may employ, such as revising for content, structure, or grammar. Additional qualitative methods, such as student interviews or think-aloud protocols, could be used to gain a deeper understanding of how students engage with post-writing activities, which could then inform the revision of the questionnaire items.

Moreover, exploring the role of peer feedback and self-reflection in the post-writing phase could further enrich the questionnaire. Post-writing strategies are often underrepresented in EFL contexts, and better capturing these behaviors could provide valuable insights into how students refine their writing after the initial draft.

2. Expanding the Sample and Contexts

While the findings of this study are promising, they are based on a relatively homogenous sample of students from a single university. To increase the generalizability of the results, future studies should replicate this validation process with a more diverse group of students from different universities, regions, and countries. A broader sample could help determine whether the questionnaire performs similarly across diverse cultural and educational contexts, or whether modifications are necessary to better suit different student populations.

Additionally, expanding the sample to include students at different proficiency levels could provide a more nuanced understanding of how writing strategies develop over time. For instance, students at beginner levels may rely more heavily on basic pre-writing strategies like brainstorming, while advanced learners may engage in more complex revision and self-reflection activities. Longitudinal studies that track students' writing strategies over time could also provide valuable data on how writing strategies evolve as students gain more experience and proficiency.

3. Longitudinal Studies to Track Strategy Development

Longitudinal research would be valuable in exploring how students' writing strategies develop over time, especially in response to targeted instructional interventions. By tracking the same group of students over the course of an academic program, researchers could gain insights into how students' use of pre-writing, writing, and post-writing strategies changes as they progress in their studies. For example, students who struggle with post-writing activities like revision could benefit from

workshops or guided revision sessions, and their progress could be monitored through repeated administration of the questionnaire.

Such studies could also help educators understand how students' writing strategies contribute to improvements in writing quality. By analyzing changes in strategy use over time, it would be possible to determine whether more effective strategy use correlates with better writing outcomes, helping to inform future teaching practices and curriculum design.

4. **Investigating the Link Between Writing Strategies and Writing Performance**

While this study focused primarily on validating the questionnaire as a tool for measuring writing strategies, future research should examine the relationship between students' use of these strategies and their actual writing performance. Investigating how the use of specific strategies correlates with the quality of students' essays could provide further evidence of the questionnaire's criterion-related validity Understanding these relationships could help educators identify which strategies are most effective in improving writing outcomes and inform instruction by emphasizing the strategies that contribute most to successful writing.

5. **Using the Questionnaire for Diagnostic and Formative Assessment in the Classroom**

The validated questionnaire can be a useful diagnostic tool for teachers to assess students' writing strategies and identify areas for improvement. By using the questionnaire as a formative assessment tool, teachers can track students' progress over time, identifying areas where students may need additional support or practice. For example, if students consistently score low on items related to revision, teachers can provide targeted feedback and offer exercises to help students improve their revision skills.

Moreover, the questionnaire can be a valuable self-assessment tool for students, helping them reflect on their own writing processes. Encouraging students to complete the questionnaire at various stages of a writing task can promote greater self-awareness of their writing strategies. This could also foster a sense of ownership over the writing process, as students recognize areas where they can improve and take steps to refine their strategies.

Additionally, incorporating the questionnaire into writing workshops or peer review sessions could encourage students to engage in reflective practice, allowing them to compare their own strategies with those of their peers and gain insights into different approaches to writing. Teachers can also use the data from the questionnaire to guide group discussions or individual feedback sessions, creating a more personalized and supportive learning environment.

In conclusion, this study has successfully validated a questionnaire that measures EFL students' essay writing strategies across pre-writing, writing, and post-writing stages. The instrument has proven to be reliable and valid, making it a valuable tool for both research and classroom applications. However, further refinement of the post-writing strategies dimension is needed to capture the full range of revision and reflection behaviors. Expanding the sample, exploring the relationship between strategies and performance, and conducting longitudinal studies to track strategy development are important directions for future research. Ultimately, the questionnaire offers significant potential to inform both writing instruction and further academic inquiry into the writing process in EFL contexts.

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INDEKS

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Taufiqulloh was born in Brebes, 15 August 1978. He is an academic staff and researcher who has made significant contributions to the field of English language education through his extensive work in language testing and assessment. Taufiqulloh completed his undergraduate studies at Universitas Negeri Semarang, where he first studies the complexities of English language education. Building on his undergraduate education, he pursued a master's degree at Diponegoro University, majoring in linguistics concentration in applied linguistics. Taufiqulloh's commitment to academic excellence in a doctoral degree from Universitas Negeri Semarang majoring in language education science. His doctoral research furthered his expertise in English language teaching and assessment.

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