

L1 Bahasa Indonesia in L2 English Writing Process;

Indonesian Students in the U.S Universities

by

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ABSTRACT

The study aims to explore the use of L1 Bahasa Indonesia in the L2 English writing process specifically within the demographic of Indonesian students currently studying in U.S universities. In the second language writing field research related to L1 in L2, even though there have been studies with many Asian demographics like Chinese, Korean, and Japan. However, there seems to be little studies have been conducted with Indonesian demographics. Moreover, research within this particular topic is mostly conducted quantitatively by looking at how much L1 is used during the L2 composing process by incorporating Think-Aloud protocols. In addition to that, it can be seen that Think Aloud Protocols have also predominantly been used to investigate the issue of L1 in L2. Even though Think-Aloud as a method has been proven to be useful, it can also be argued that such a method is too intrusive for the participants. Therefore, this current study is conducted with qualitative descriptive without Think-Aloud Protocols looking at ten participants from ten different universities in the U.S. studying non-English majors. The data were gathered from questionnaires, writing tasks that occur simultaneously with writing observation, as well as stimulated recall interviews to enable triangulation. The findings from the data analysis suggest there are similar patterns that can be found on participants with some unique difference. For example, the instruction to think aloud is not given by the researcher yet some participants practiced thinking aloud naturally during their writing process. Furthermore, L1 use are found to be a complex as accessing linguistics repertoire, recalling memory or start the first sentence/paragraph. While some L1 use effects include sense making, looking for ideas and time efficiency. Therefore, each participant's interaction with their L1 and the effects of L1 use in L2 are discussed.

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CHAPTER 1

INTRODUCTION

There has been a noticeable increase in Indonesian students continuing their study abroad in various countries around the world for masters and doctoral degrees within the past decade due to the Indonesian government's effort in improving the human resource through LPDP Scholarship (Indonesian Endowment Fund for Education). The U.S Embassy and Consulates in Indonesia specifically reported the data that a "27 percent increase in the number of Indonesian studying in the United States since 2010" showing a positive trend is evident. With that said, the United States of America as one of the English-speaking countries with a highly reputable quality of education and many American universities to choose from has been one of the most favorite places for Indonesian international students. However, English in Indonesia is considered as EFL (English as Foreign Language) because English is not widely spoken or written outside of English classrooms. Therefore, it is important to look at how Indonesian student writers in Indonesia engage with their L1 during their L2 writing throughout the writing process of prewriting, writing, and post-writing as well their perceptions towards their use of L1 in the middle of L2 composing.

This research aims to investigate Indonesian student writers, especially international graduate students who are currently studying in the U.S universities. The research focuses on one of the topics within the realm of second language writing research, which is the role of first language in second language writing. I am particularly interested in looking at the use of L1 Bahasa Indonesia (Indonesian language) in the L2 English composing process. There have been plenty of previous studies conducted by

having participants from L1 Japanese, L1 Korean, and L1 Chinese students to name a few. However, even though there have been studies on writing strategies or writing process, there has not been significant studies of L1 in L2 in Indonesian context. Also, it is important to note that Indonesian students are part of a larger group of Asian students and Southeast Asian students' groups. So, by conducting this research, the expected findings can also help to explore and offer insight about the Asian and Southeast Asian student writers, especially those Indonesian student writers being covered in this study as participants as a whole.

Most of the studies within the topic of L1 use in L2 applied mixed methods (Wang & Wen, 2002; Woodal, 2003; Weijen, 2009). However, there are also studies from scholars that look at the issue through a qualitative lens. (Beare, 2000; Wang, 2003; Knutson, 2006). The similarity between many studies regarding L1 in L2 is the use of think-aloud protocols (Choi & Lee, 2006; Kim & Yoon, 2016). Studies also found the whole process will always include language switching practices (Woodall, 2002; Wang, 2003). The previous research also seems to be in agreement that it is helpful to use argumentative essays as writing prompts (Wang & Wen, 2002; Wang, 2003; Choi & Lee, 2006; Weijen et al, 2009; Stapleton, 2010; Kim & Yoon, 2014). While studies with L1 Indonesian seems to be categorized into three major discussion including perception of Indonesian student writers about writing (Setyowati & Sukmawan; 2016; Ratnawati et al, 2018), problem of Indonesian student writers with writing (Kuntjara, 2004; Rahmatunisa, 2014; Musyuroh, 2017) and the writing process of Indonesian student writers (Abas & Aziz 2016; Abas & Aziz 2018). However, all is conducted without addressing L1 in L2.

Another significance for conducting this study is because Indonesian students as one of the groups categorized with EFL background tend to encounter challenges while studying in the U.S universities especially with their writing ability by comparing themselves with their NES peers in the classroom (together with other students from Hindi, Korean, Pakistani and Spanish participated in the study) (Matsuda & Silva, 1999). In addition, there is a widely known phenomenon and argument that has been confirmed by Kuntjara (2004) that both Indonesian students in Indonesian universities majoring in English programs as well as Indonesian students who study abroad admit that their first exposure to composing learning takes place in English classes setting while learning the language. However, since English is considered EFL in Indonesia and given limited time allocation, writing components are often not the focus and eventually become less explored in English classes by the teachers (Widiati & Cahyono, 2006).

Moreover, the rationale behind the demographic of Indonesian student writers is supported by the uniqueness possessed by Indonesian writers. For example, as an archipelago country as well as the fourth most populous country in the world, Indonesia possesses more than seventeen thousand and more than seven hundred traditional languages. This makes Indonesian people typically considered multilingual, the most common phenomenon is one person has two first languages; one traditional language (based on their tribe/ethnicity), one national language (Bahasa Indonesia), and one international language (most commonly English). For terminology clarity purposes, I will use Bahasa Indonesia referring to Indonesian national language. However, despite having many traditional languages, only very few of them have a written system so that most

people rely on spoken language or orality. Unfortunately, similar to the Indonesian language, orality is valued and preferred more than written practices.

For Indonesian, English which is considered a foreign language is a must while studying abroad, more importantly writing skills. Even though English is part of compulsory lessons throughout formal education in Indonesia, it is not spoken frequently since its official language is Bahasa Indonesia. Indonesian international graduate students in the U.S are not accustomed to using English during their undergraduate study in Indonesia. The number of Indonesian students who pursue higher education abroad either in English-speaking countries or non-English-speaking countries in various fields or disciplines has been increasing throughout the years, including in the U.S universities. So, the rationale for choosing Indonesian student writers with different majors is intentional because most of the previous studies related to the L2 composing process is often only focusing on English major students as the participants. This is one among other things that will make this study different from the previous ones.

This study offers exploration towards the topic of L1 use in L2 writing with Indonesian participants working on two different writing tasks. The context of the study is focusing on the process of how Indonesian international students writers write in their L2 English while also including their L1 and to what extent their opinion about such particular practices. This study aims to give more insights towards the questions of 1) How do L1 Indonesian writers use their L1 in L2 English composition and 2) How does the use of L1 affect the students' writing process. In terms of the research design for this study, I have chosen two different writing tasks, one of them is an argumentative writing task with a written prompt that is expected to be a familiar type of writing possessing

shared common knowledge. While the other one is a narrative writing task with several pictures as the prompt which is somewhat experimental with not fixed rules in nature invites different approaches on how to complete the writing. The study started by asking the participants to fill out the questionnaire which was then followed by a writing task that was video and audio recorded and then continued by interview after each writing task. Finally, all the three sources' data were analyzed.

This thesis is structured in five chapters. For chapter 2, Literature Review, I will talk about major findings related to the second language writing field focusing on the topic of L1 use in L2 writing. As for chapter 3, Method, I will present information on how this study is designed including the use of questionnaires, two different types of writing tasks together with observation as well as the interviews followed by how I collected and analyzed the data. Moreover, in chapter 4, Findings, I will elaborate on the findings I gain from conducting this study that is guided by two research questions by exploring what similarities and differences the participants show throughout the study. Furthermore, in chapter 5, Discussion, I will talk about what different writing tasks used in this study depicts how the participants behave either similarly or differently as well as their L1 use throughout the whole writing process.

CHAPTER 2

LITERATURE REVIEW

Methods on L1 in L2 composing process research throughout the years

L1 in L2 Composing Process Research Using mixed-method

Oftentimes it looks like the quantitative aspect turns out to take more space compared to the qualitative explanation in explaining the collected data throughout many previous studies related to L1 in L2 composing process. Frequently, the quantitative data shows how much the L1 is used during the process of L2 composing done by L2 writers. Wang & Wen (2002), for example, specifically looking for how much L1 can be found in L2 composing by employing the Statistical Package for Social Sciences (SPSS) and paired sample *T* Test. Woodall (2002), as the other example, observed factors behind the frequency of language switching by L2 writers based on their proficiency using ANOVA (Analysis of Variance). Generally, most of the previous studies have suggested that the L1 is beneficial for L2 writers. However, Weijen et al (2009) found the findings are varied. The study shows the use of L1 is not always good for L2 writers to some extent during and throughout the composing process.

Based on these previous studies, there needs to be more studies looking at the issue through the lens of qualitative research questions with qualitative methods in order to look at the problems beyond numbers and more in depth. This is because the role of L1 in the middle of L2 composing can be considered a complex, situated and contextual phenomenon which requires a qualitative method in order to be thoroughly and carefully explained. Moreover, on the one hand the use of quantitative methods can function as an act of generalizing common practice done by particular participants coming from certain

demographics. However, overgeneralization is not recommended, especially considering the realm of writing studies' value on diversity as the opposite of a standardized system.

Therefore, based on these considerations of how mix-methods are conducted, I argue that I will not use mix-methods in this current study. This is due to the goals of this current study to explore the L1 in L2 phenomenon with a more descriptive approach instead of a series of numbers.

L1 in L2 Composing Process from Think-Aloud Protocols

It is apparent that think-aloud protocols seem to be aligning with any research aimed to observe the role of L1 in the L2 composing that it can be found in many studies related to L1 in L2 composing. This is because think-aloud protocols enable researchers to learn about the cognitive process coming from L2 writers during composing.

Moreover, Since the studies have been conducted through decades, it is important to consider that technology also has changed during the period of time of 2000s, 2010s and the beginning of 2020s. Better development of technology can be incorporated into conducting think-aloud protocols that used to be only observed by audio recording of the participants writing in a room, technology nowadays has offered better alternatives to make researchers have access to observe as real-time audio, visual, and screen recording. For example, the Zoom app can be incorporated as a data collection tool.

For instance, Choi & Lee (2006) employed think-aloud protocols to examine the L2 composing process of Korean EFL learners. This study was undertaken due to the absence of prior research focused on Korean participants in this area. The think-aloud is employed by audio-recording of the composing process in which later on the tape will be replayed and discussed between the researcher and the participants. The similar method

using audio-recording for think-aloud can also be found in the study by Kim & Yoon (2014) with the focus of the study being more about looking at the use of L1 as a strategy. However, the more recent from Wing Ye Jenifer Ho (2021) has offered new perspectives towards how to conduct a study and how to collect the data by introducing screen-recording for online language learning research. The discussion is centered around how screen-recording can help think-aloud protocols, even if they are two different tools but can be used well together in order to collect better data of the topic being studied.

However, even if many have argued that the think-aloud protocol is useful in conducting study looking at L1 in L2, I argue that using think-aloud will not be sufficient for this current study. This is because think-aloud may affect how the participants may act when composing.

L1 in L2 Composing Process Research Using Qualitative Method

Research in second language writing, especially in the topic of L1 in L2 composing tends to have different findings. Weijen et al (2009) argued that the differences can be found because the studies were conducted methodologically different. First, the studies use qualitative methods. Secondly, the qualitative studies usually do not include big numbers of participants. This study argues that it should be seen the other way around, studies conducted qualitatively offer different findings than quantitative studies should be considered and valued positively. This is because there are several aspects that qualitative research enables to discover in which quantitative research could not really do the same. In some cases, the use of quantitative is limiting what knowledge that can be gathered from a study. Quantitative excels in having a lot of participants within the study. However, at the same time, it becomes less specific and less situated.

For example, findings from a study by Beare (2000) help researchers in the field to understand more about the difference of the composing process that it is not merely upon L1 and L2 writing. However, the study shows that difference is more about the participants because participants with different L1 might be acting differently toward the given situation. For Wang (2003), the study uses both quantitative and qualitative methods. However, the qualitative analysis of the data informs the important question about the purpose of L1 use. It is revealed that even though the majority of reasons why participants do language switching have something to do with planning and organizing the writing, it is also mentioned that each of the participants possess their own reasoning to do language switching. The other study from Knutson (2006) also includes every participant its own section dedicated to explain more about the study by analyzing data both from interviews and think-aloud. In conclusion, qualitative methods allow a closer look from each of the participants and allow exploration towards complex phenomena.

Referring to these considerations, I argue and decided that this current study will use a qualitative method to help investigate L1 Bahasa Indonesia in the L2 English writing process because applying a qualitative method might highlight each participants' uniqueness.

Findings on L1 in L2 composing process research

language switching as an unavoidable aspect of L2 composing

Woodall (2002) conducted a study with multiple L2 participants. The findings show that language switching has something to do with proficiency, the lower participants' proficiency the more language switching will be found in their L2 composing. While a similar study from Wang (2003) shows there might be a connection

between language switching and language proficiency, the way the conclusions are being presented by Wang is not as assuring as the way Woodall did it. One of the possibilities of how these two similar studies but somehow provide the result of the study differently is probably because Woodal used 28 participants and ANOVA quantitative analysis. On the other hand, Wang only used eight participants which is a characteristic of qualitative study that only includes a small number of participants within the research study. In conclusion, other than slightly different ways of approaching and phrasing the findings, it is clear that L1 in L2 composing is possible because there is language switching between L1 and L2 taking into account and occurring in the middle of the L2 composing process.

Moreover, even though that in order to know exactly how much L1 is used within the process of L2 composing requires SPSS or T Test or ANOVA, however, there seems to be a consensus that every L2 composing will include L1 at some point since it is the nature of L2 writers. Therefore, with that shared knowledge commonality being addressed, any future research might start to make a shift from the quantitative questions of how much L1 can be found in one process of L2 composing. In other words, researchers do not need to find the proof that the language switching exists because it has been proven multiple times in previous studies that it has always existed, the question should be focusing more on how it occurs.

Proficiency level on L1 in L2 composing process

The study from Choi & Lee (2006) suggests that both students with low proficiency or high proficiency use their L1. However, the way those two categories of students approach their L2 composing by including L1 can be seen differently. The previous group depends on their L1 for translations back and forth between L1 and L2,

while the later group mostly uses their L1 for building their argument in argumentative texts. Similar findings can also be found from Kim & Yoon (2014) in which both groups of proficiency use their L1. However, the study also points out and highly emphasizes particularly that there is no agreement within the field in regards to the use of L1 in L2 because different studies continue providing different findings to one another. It can be assumed and concluded that both Choi and Lee or Kim and Yoon generated similar conclusions from the studies about how proficiency is related to the L2 composing or can be one of the factors in determining how L2 writers experience the whole process of composing.

Kobayashi & Rinnert (1992) did a study with EFL learners in Japan by not only looking at the L1 in L2 writing but also connecting that with the participants' language proficiency. This study can be considered one of the classics in which even though the study had been done in the past, yet the findings come out from this source can still inform studies that being done recently, especially when it comes to investigating the role of language proficiency and its connections to how much the frequency of L2 writers include their L1 during the whole composing process throughout. This is because the study argued that not every L2 writer benefits from using their L1 in L2. The findings show that even though L2 writers with lower proficiency can maximize the translation method by having good quality of writing, the similar outcomes cannot be achieved by L2 writers who possess higher proficiency level because they have the tendency to write directly in their L2 unlike their other peers that have lower proficiency level.

Text Genre on L1 in L2 composing process

Most of the previous studies in which looking particularly at the L1 in L2 composing process include writing tasks to be assigned and completed by the participants in the study. The previous research commonly used narrative which is considered less challenging writing task and argumentative task which is considered to be somewhat more challenging by existing expectation toward the participants during the composing process, however, in most cases it is only an argumentative essay (Wang & Wen, 2002; Wang, 2003; Choi & Lee, 2006; Weijen et al, 2009; Stapleton, 2010; Kim & Yoon, 2014). In other words, argumentative writing is argued to be requiring more effort and a longer process which is ideal for observation of the composing process of the participants. Therefore, argumentative writing can be found in most of the previous research related to investigating the composing process and requires writing tasks.

It is important to mention that among those many previous studies that have been mentioned and listed above, a study from Wang & Wen (2002) is the only one that can be seen not only assigning the writing prompt but also attaching a picture or image that goes together with the assigned prompt of the writing task. The use of image can be recognized as the use of multimodal concept, which is a concept dealing with the use of multiple modes in the process of meaning-making, including and especially writing. The decision taken by Wang & Wen (2002) of incorporating narrative writing task with pictures also has helped understanding how participants act differently, one of the findings indicates that the use of pictures that arguably contains no linguistics related information somehow affecting the participants to go back into using their L1 in the process of engaging with the writing process of narrative task type.

L2 composing process research on Indonesian Students

Indonesian student writers' attitude towards L2 writing

English is considered ESL/EFL for Indonesian. Setyowati & Sukmawan (2016) found some students see writing as something difficult and stressful, while others say that writing is an interesting and challenging activity. It is worth mentioning that one of the most interesting findings that needs to be highlighted from the study is that students like to write for fun not for evaluation. From this point of view, it can be argued that the big issue here is not necessarily about how students possess fear of writing, but the idea of evaluation or being evaluated that causes students to have a negative attitude toward L2 writing, directly related to the confidence level of students to write in their L2 English.

Other recent studies from Ratnawati et al (2018) reveal that more than half of the participants which consist of students admit that they have problems with writing academically and that there are some expectations for the academic writing course to provide guidelines as well as offer resources that can help students in academic settings. One of the elements of difficulties that students found in academic writing is located on the grammatical issues such as “proper grammar, like correct tenses, agreements, reporting verbs and prepositions” (p.424). In other words, this study is arguably still related with discussion from previous study that has been mentioned in Setyowati & Sukmawan (2016), that the students are mainly focusing on being right and following the grammatical rules probably because of the evaluation instead of developing the content. It is also interesting to mention that “most interviews stated that one of the favorite activities during classroom processes was students’ oral presentation” (p.427) which is

another way of saying how Indonesian student writers are much more comfortable to be involved in orality compared to writing even if it is in the academic writing course.

Indonesian student writers' problem in L2 writing

It is commonly accepted that those who use English as their ESL or EFL might have problems related to grammar. However, Wulan Rahmatunisa (2014) specifically conducted the study on Indonesian EFL learners especially towards argumentative essays and found that the problems are much more complex and grammatical problems are only one of many other problems to be recognized. The study categorizes grammar to be part of linguistics problems consisting of how to use the proper structure in grammar, how to choose the correct word classes, and how to avoid errors such as knowing when to use and not to use articles. The other problem being highlighted is cognitive problems such as paragraph organization and making sure to follow the structure of an argumentative essay that is considered as generic structure. Then, the third problem has something to do with the psychological aspect where, interestingly enough, mood is somewhat considered to be one of the determining factors in terms of starting to write.

Another study conducted by Siti Masyuroh et al (2017) related to the problems faced by the Indonesian student writers show similar findings that the participants have problems around aspects of grammatical and mechanical in terms of writing. It is also being discussed that one of the reasons behind many problems possessed by the students can be caused by the fact that English classes in Indonesia are mostly emphasis on speaking instead of writing, therefore the students have limited time to be involved in writing activity as well as having lower motivation when it comes to writing. Aligned with this findings, Kuntjara (2004) conducted a study about cultural transfer in EFL

between English and Bahasa Indonesia elaborated in of the sections about historical background of writing in Indonesian schools shows that L1 Indonesian language is taught primarily about grammar, reading, and literature theories. In addition, students claim most of the Indonesian students learn writing in English classes.

Indonesian student writer's writing process in L2 writing

There are very few studies that have been conducted, especially looking at Indonesian student writers' writing process with a think-aloud method. There are only two studies that come from the same researchers that can be found, Abas & Aziz (2016) as well as Abas & Aziz (2018), the 2016 article was the pilot study for the 2018 article. In the pilot study of Abas & Aziz (2016), the study looked at six participants with English language studies as educational background. It is also mentioned that even though the collection data includes observation, interviews, think-aloud protocols, and writing samples, however think-aloud finding is being discussed. The findings show that four out of six participants are identified as using such steps as the prewriting, planning, drafting, pausing, reading, revising, editing, and publishing which is proven to be aligning with the writing model process offered by William (2003). While the others show no indication of following similar steps, however, the study does not explain more about these two participants who show different steps as expected from the researchers.

Abas & Aziz (2018) focus on the second research question regarding writing strategies by comparing what can be found from the participants in the study to be compared with previous writing strategies proposed by Leki (1995), Sasaki (2000), and Mu (2005). Then the study also proposes its own writing process and writing strategies model as the conclusion. The model includes five stages consisting of pre-writing,

planning, drafting, pausing and reading, and revising and editing with all of those stages attached with multiple arrows pointing to one another. Furthermore, even though research focuses on observing and investigating the Indonesian writing process, it is not looking at the use of L1 in L2 composing. Moreover, all of the participants come from English studies. Therefore, future research needs to be addressing the composing process of participants of different educational backgrounds to diversify the findings.

CHAPTER 3

METHOD

Overview of the Current Study

The intention of this study is to adopt a qualitative, descriptive, and exploratory approach. It aims to look for how the use of L1 during the L2 writing process is perceived and navigated by the L2 writers. To meet this goal, I use questionnaires, writing tasks and interviews for the data collection. For the writing tasks, I have created two different writing prompts in order to gather diverse data. One argumentative text prompt asking for opinion towards a given scenario with option to choose between agree or disagree. This scenario is arguably popular and familiar among the participants as international students or as students as a whole. In addition to that, I also include one narrative text prompt consisting of three pictures as the prompt that can be argued as less common and expecting a different approach from the participants working on this particular writing text.

The participants were informed about the three stages of data collection. The first stage of the study, which is questionnaire, is done separately while writing tasks and interviews about the writing process were conducted simultaneously in which each interview is taken right after the writing test. It is also important to mention that in order to let the participants act in a similar way to their other composing experiences, this study does not include Think-Aloud protocols, however, I specifically asked the participants to keep their audio and video on during the whole process in case some may practicing Think-Aloud. This study aims to answer questions related to the use of participants' L1

which in this case is Bahasa Indonesia throughout the process of their L2 writing of English composing. Therefore, this study is guided by two research questions as follows.

- 1) How do L1 Indonesian writers use their L1 in L2 English Composition?
- 2) How does the use of L1 affect the students' writing process?

Research Context

This study was participated by Indonesian international graduate students (masters students) currently studying in different universities in the U.S. The data collection was conducted through online questionnaires and then zoom meetings for writing tasks and interviews. The purpose of this study is to look at how Indonesian student writers incorporate their L1 in the middle of the L2 English writing process so that later it can be explained descriptively in terms of what common patterns of that L1 use and what effect from L1 use.

It is common for international students to have English language proficiency including TOEFL or IELTS test before applying to any universities in English speaking countries such as the U.S. However, even though there were a growing number of alternatives during the pandemic, this study still focuses on what has been commonly chosen by the students by having one of the writing tasks to be in argumentative type asking for argumentation towards a given written prompt. The use of argumentative tasks for the writing part for composition research has been also encouraged and recommended by several other previous studies (Wang & Wen, 2002; Wang, 2003; Choi & Lee, 2006; Weijen et al, 2009; Stapleton, 2010; Kim & Yoon, 2014).

In addition, another writing task is a narrative task with three pictures as the prompt to see how the participants might respond when completing one familiar writing

type and one not familiar type. Moreover, due to the fact that the participants of this study are spread across the U.S in ten different universities, therefore, all of the three parts of the data collections are conducted online. This particular way of collecting the data using online mode has its advantages and disadvantages considering how in-person and virtual meetings tend to be different. However, some of its benefits among many is that it allows audio and video recording that can also be incorporated with screen-sharing which is especially quite helpful for the efficiency purposes.

Participants

10 participants from 10 different U.S universities currently studying master's programs

Name (Pseudonym)	Gender	Age	Major	University	English test score
Mawar	F	27	Master of Early Childhood Education	Rochester University	IELTS 6.5
Amel	F	28	Master of International Affairs	Pennsylvania State University	IELTS 7.0
Adit	M	26	Master of Science in Soil Microbiology	Texas AandM University	IELTS 6.0
Anton	M	34	Master's in International Education Development Program	University of Pennsylvania	TOEFL iBT 95
Luna	F	28	Science Education for Master of Education	Columbia University	IELTS 7.0
Gilang	M	29	Educational Leadership and Policy Study	Boston University	IELTS 6.5

Indra	M	25	Master of Arts in Theology	Saint John's University Minnesota	TOEFL iBT 68
Nurul	F	29	Global Public Health	George Washington University	IELTS 7.0
Lisa	F	26	Physics	Brown University	IELTS 6.5
Angga	M	27	Higher and Postsecondary Education	Arizona State University	IELTS 6.0

The study received IRB approval from ASU's Institutional Review Board (IRB) at the beginning of January 2023, then the participants were recruited through email shortly after. Ten participants from ten different universities with diverse non-English majors agreed to participate in this research. Moreover, the data collection started around the end of January 2023 to March 2023 during the spring semester through zoom meetings based on the participants' availability.

Throughout the data collection, I intentionally informed the participants that the study emphasizes on the writing process so that the participants can write with less pressure and take as much time needed even though I set the writing task to take the duration half an hour each.

Writing Tasks Design

Overview of the Two Writing Task

The study consists of two different writing tasks of narrative text and argumentative text, the participants are given the choice to complete which writing task

first. Therefore, two different writing tasks of narrative and argumentative function to explore participants' responses.

For the narrative writing task, participants are given three pictures as the prompt. Participants are especially given full autonomy in terms of their decision on how to complete the task. They are allowed to choose one of the three pictures or all of the pictures to write about. The major difference between the narrative task and argumentative task is based on how the narrative task is more experimental in which it invites the participants to explore their decision on how they would complete the task. The multimodal element of the prompt also expects a variation of responses coming from the participants on how they would interpret the prompt.

The argumentative writing task includes a short specific written prompt for the participants to respond through their writing. It is expected that the participants will be more familiar with argumentative because the genre is arguably already widely known and used.

Research Instruments

Questionnaire

The study includes an online questionnaire that is distributed prior to the writing task stage and interview stage. The questionnaire functions to better understand the participants such as their major and their English proficiency score. It is also about learning participants' perception related to how they view writing both in their L1 and in their L2. Information gathered in the questionnaire can also be used later to confirm what they believe in the interview towards what they actually do during the writing task as

well as how they consider all of that information when having the conversation later in the interview stage about their writing task.

Writing Tasks

The study consists of two different writing tasks of narrative text and argumentative text, the participants are given the choice to complete which writing task first. Moreover, it is expected that the participants will be familiar with one of them and not really get used to the other one. This study uses two different writing tasks. Furthermore, the writing task is audio and video recorded as well as screen-recorded in order to better capture the writing process. The participants are not given any instructions to either do think-aloud or not do think-aloud in the hope that the whole process can be done naturally without any intervention.

Interview

The interview type is a stimulated recall interview situated right after each writing task to make sure that the participants can still have clear and fresh memories about what they did during their writing task. Just like the writing task, the interview is also set to last approximately half an hour with a series of questions. However, due to the nature of the interview, there might also be some spontaneous follow up questions that arise during the whole interview as well.

Research Procedure and Data Collection

Data Collection

Throughout six weeks of data collection, each participants complete 1 hour questionnaire, 1 hour writing tasks (approximately 30 minutes writing task 1- and 30-minutes writing task 2) and 1-hour interviews (30 minutes interview 1 after writing task

1- and 30-minutes interview 2 after writing task 2) based on the agreed schedules between participants and the researcher. In order to optimize the data collection, I make sure to always inform them that even though the allocation time for each writing task is around 30 minutes, the participants can write less or more than 30 minutes depending on how much time they want and need to complete each writing task. The same thing about the interview, even though there are already assigned roles of interviewer and interviewee, however I always encourage and open when the participants ask questions.

Writing tasks and interviews (via Zoom meetings) were recorded at the same time if the participants agreed. Therefore, from 10 participants, the researcher has 9 recorded videos for 9 participants and 2 recorded videos for 1 participant. The interviews are done in English, however, due to the fact that both researcher and participants share the same L1, the participants are also allowed to use Bahasa Indonesia to specify their explanation during the interviews. The average duration of one recorded video consisting of two writing tasks and two interviews is approximately 2 hours.

Finally, approximately 19 hours of recorded video containing narrative and argumentative writing tasks along with screen recording on each task and interviews are collected. In addition, considering the nature of different patterns and behavior unique to each participant, some participants last longer while others take less duration for the interview. Similarly, it can also be found on how long the participants spend the time completing the writing tasks as well as the length of the writing task as the product coming from the participants' writing task stage.

Data Analysis

This current study applies the data analysis using a qualitative approach by having expected goals of exploring how the participants who are Indonesian international students including their L1 Bahasa Indonesia while completing writing tasks in their L2 English. The interviews recordings are transcribed manually. I also took field notes during the interview where most of the notes were about Think-Aloud that occurred naturally by some participants as well as how long and how many pauses were done. Then, these notes were matched with the interviews recording. I also looked through the transcriptions multiple times to find the common pattern to be able to create a categorization in order to answer the two research questions in this study.

I manually collect and code the common pattern from each participant using thematic analysis Braun & Clarke (2006). Similarly, because not every data can be chosen and represented, I also use sampling strategy by Koerber & McMichael (2008) to look at representative data samples in which get more elaborations as parts of the research findings.

In order to look for the answers for the first research question about how Indonesian writers use their L1 and how the effects of L1 use towards the writing process, I went through the data of the recording writing task sessions as well as potential noticeable natural Think-Aloud that might occur throughout the process, and multiple reading of the transcriptions of the interviews, and the answers collected from questionnaire that occur in first stage of the study.

In terms of the effort to answer the second research question, the data will be predominantly located on the interview recordings and transcriptions because this study

does not apply think-aloud, therefore in order to know the effects it requires information given from participants based on their experiences completing the tasks by recalling their memory about it. The answers were also guided by one specific question during the stimulated recall interviews.

CHAPTER 4

FINDINGS

This chapter talks about two research questions related to Indonesian students' use of their L1 Bahasa Indonesia in their L2 English composition and the effects caused by their L1 use. The section is structured by categorizing the shared commonality of students' pattern in terms of engaging their L1 during their L2 writing and the noticeable differences as well as effects of incorporating L1 use in the middle of L2 writing process in each student derived from every stage of data that has been collected including questionnaires, writing tasks and interviews.

L1 Bahasa Indonesia Use in L2 English Composition.

The first research question is about "How do L1 Indonesian writers use their L1 in L2 English Composition?" The ten participants in this study have demonstrated shared ways of engaging with their L1 in order to access linguistic repertoire, recall memory in Bahasa Indonesia, and start the first sentence or the first paragraph. It is also essential to emphasize that due to the nature of second language writing that can be perceived as a complex phenomenon, this study also recognizes differences between participants using their L1 during L2 writing.

The finding of this study especially coming from answering the first research questions are structured into five different themes such as 1) Accessing Linguistics Repertoire 2) Recall Memory in Bahasa Indonesia 3) More L1 Use in Argumentative Task than Narrative Task 4) L1 Use in the First Sentence and 5) Diverse Application of Writing Strategies. All these themes are derived from the common pattern that can be found after collecting and analyzing the data. Moreover, all of the supporting evidence

coming from the questionnaire, writing task, as well as the interviews are used as and chosen as the representative sample. Furthermore, it is important to mention that the nature of this study is explorative and descriptive about L1 in L2.

Accessing Linguistics Repertoire. Participants in this study applied their L1 to have access to their linguistics to find vocabulary and synonyms. Based on observation, Mawar has longer pauses when completing argumentative writing tasks compared to narrative writing tasks. Based on observation, after completing the first paragraph “Learning at Starbucks or Campus Library is helpful for some people as they can be more focused and get mutual vibes with others. I personally disagree with this as I believe that learning environment can affect some people regarding the way they learn” (Mawar, Argumentative Task), Mawar then took an approximately one minute noticeable pause before starting the second paragraph. Then, she started writing “First, everyone has...” (Mawar, Argumentative Task) took another pause then wrote “...their own way to get motivated to accomplish their goals” (Mawar, Argumentative Task).
“So when I pause I was like yeah when I already write the sentence and then I don’t know what to do next so at that time I actually I feel like try to find a proper word to complete the sentence or when I want to start a new sentence also I think a bit hard to what actually I wanna say in the next sentence so like thinking about the proper uh words or the vocabulary.” (Mawar, Interview)

It is also important to mention that different types of writing tasks play a significant role in determining how Mawar engages that can be seen in how she writes. Mawar seems to put more attention on choosing the “proper word” and taking longer pauses when she works on argumentative writing tasks but behaves quite the opposite when she completes narrative writing where not many noticeable pauses can be observed, she wrote as if without pressure. In addition, what Mawar did in her writing task

demonstrates her answer in the questionnaire when asked “What is your favorite thing about writing in English?” Mawar answered “...we must ensure that the vocabulary we use is appropriate for the context of the sentences or writings we create” (Mawar, Questionnaire). In other words, Mawar put the argumentative writing task in different context and appropriateness compared to narrative writing task in which she decided that the argumentative type needs more appropriate vocabulary or proper words to be included. Therefore, she looked for her linguistics by using her L1 to access the specific vocabularies.

Similar behavior can also be found in Adit, Indra and Gilang when they need to think in their L1. In Adit’s case, he admittedly encounters challenges to compose sentences directly in L2 due to his L2 vocabularies, therefore this situation has caused her the need to think about the sentence using his L1 in his mind and then writing down the idea in his L2 not long after that. It can also be said that the whole process is comparable to translation from L1 to L2. Also, the way Adit emphasizes on his limited vocabulary suggests that if he does not have such a situation, he might have been directly writing in his L2 without the help of his L1 at the very beginning.

“So because of the limited vocabularies I cannot automatically transfer what I want to write in English so I need to make sentence first in my mind in Bahasa Indonesia and then try to figure this out how to make it in English yeah and because of the limited vocabulary sometimes I take more time to write it down” (Adit, Interview)

As for Indra, the way he employs L1 is typically before starting to write the first sentence. Indra’s L1 functions as a tool to understand the given prompt “Because uh in the first one just interprets what the prompt says” (Indra, Interview). Then, it can be said that in the process of understanding and interpreting the given prompt, Indra would need

to access as much as his linguistics throughout the process and engage in both of his L1 and L2 in order to do that.

“I think it’s because uh there’s some words that I have to find the synonyms so such as I say significance abundance benefit advantages so this is the word that I’m thinking in Bahasa Indonesia what is another word of this and it could be also like uh three when I say uh sentences comparing two different universities I just want to make sure like what I want to emphasize is here like people get the idea because I put two different words” (Gilang, Interview)

Furthermore, in Gilang’s case, he thinks that he needs to look for similar words to write about in his text. In addition, the process of searching for synonyms is complex because Gilang has several words in his L1 that he needs to match with the several words in his L2. It is also important to mention that for Gilang it is necessary to find the proper synonymous words in order to make sure that his readers can get the idea from his writing. Therefore, L1 use functions help Gilang navigate his L1 linguistics in the hope of making the most of his writing text.

Recall Memory in Bahasa Indonesia. It is also interesting to note that the participants have the tendency to acknowledge that experiences that occur in L1 can only be accessed in L1. When Amel is asked to show which sentence she actually thinks in Bahasa Indonesia, she specifically refers to her first sentence and then explains the process of how she uses her L1. The prompt for argumentative writing is a written prompt, therefore this can lead Amel who is currently studying in the U.S to choose whether to draw the experience while she was in Indonesia or when she is in the U.S. Then, Amel decided to pick her experience in Indonesia that is why she thinks in Indonesia in order to respond to the given argumentative writing prompt.

“When I saw the prompt I remember what is actually uh I remember about my experience back when i was at bachelors program so like most of the students will go to the cafes and

then we'll go to the public place so it's like uh reflecting on my previous experience which is in indonesia so it's like most of them actually the idea of uh the reasoning is actually coming from my personal experience" (Amel, Interview)

It can be said that memory and language have certain connection that allows the two to only be accessed by each other based on the shared component in which experiences that takes place using first language and only be recalled using that first language because that is how the memory is stored and made so that is also how that memory can be accessed.

"From the picture I see that what my current experience right now so it's like more I think that I have no difficulties creating the ideas on my head in English as well and after that I think that I don't know but it's like most of the ideas is actually just come straight to my head when I see the pictures and it's like easier for me to just think of the uh sentences in the second language" (Amel, Interview)

From the interview, the assumption related to how significant the experience occurred in L1 accessed with L1 as well as how the past experience happened in L2 accessed with L2 can be confirmed. With that said, it can also be argued that the participants' idea generation stage has something to do with how familiar the participants are to the topic being discussed with emphasis upon what type of language their prior knowledge or experience occurred in the past. Therefore, it can be said that it is necessary to access experiences that happened in L1 with L1.

Similar patterns can be also found in Adit and Indra. For Adit, he drew the idea from the experiences when he was in Indonesia that is why he generated the ideas in his L1 Bahasa Indonesia, this shows the connection between memories and location and language.

"It's easier for me to think first in Bahasa Indonesia so I compiled the whole idea you have full information make it more structured and then easier to transfer it to English probably

because all the whole experiences I get it when I'm in Indonesia or things like that" (Adit, Interview).

For Indra, he mentioned one example from his experience working on the paper for his assignment in which the question of the paper is about the knowledge or information that he considered as prior knowledge because he already learned about the topic during his undergraduate study in Indonesia that is why most of the writing process includes his L1 use.

"I think in Indonesia to do my uh because the first one um mostly the question that the teacher asks um it's already I have uh found it when I was in Indonesia for example they asked us about um about pastoral ministry and then because the pastoral ministry in the church and I've experienced at one in Indonesia so it influenced my mindset my um my way of thinking to answer that paper" (Indra, Interview)

Another sample from Indra came from a narrative task for this study where the prompt consisted of pictures of people but not Indonesian people. Therefore, Indra makes the decision to not think in L1 Bahasa Indonesia. This is also connected and supported by his prior experience studying in the U.S then drawing most of the ideas from his experience to write about the text.

"I looked at the picture and then um uh I get the imagination okay I get the image that the students in the U.S so um let's say when I'm writing this one I don't think in our language right in Indonesia um I get insight because I've experienced studying in the U.S so that's why I just think in that image so we were studying in the U.S and then um based on that I'll write that" (Indra, Interview)

Indra also confirms with a hypothetical situation in which if the pictures are actually containing pictures of Indonesian students, then he would definitely think in his L1 Indonesian.

"If you show like there's a group of students that they wear uniforms it's probably I can yeah I can interpret that picture in Indonesian way like use um uniform um okay yeah so yeah I have um like mindset for that" (Indra, Interview)

More L1 Use in Argumentative Task than Narrative Task. The participants have shown one noticeable commonality in which the use of L1 in argumentative tasks seems to be having a lot more portion compared to the narrative task. This type of pattern can be found in Adit, Amel, Nurul, and Gilang. In addition, during the interview I specifically address the question of how much the participants incorporate their L1 during the whole process of both narrative and argumentative task, the answers indicating these four participants to have approximately higher percentage of L1 use when completing the argumentative task.

Adit	Narrative (90% L2 and 10% L1)	Argumentative (50%L2 and 50% L1)
Amel	Narrative (80% L2 and 20% L1)	Argumentative (70%L2 and 30% L1)
Nurul	Narrative (90% L2 and 10% L1)	Argumentative (60%L2 and 40% L1)
Gilang	Narrative (95% L2 and 5% L1)	Argumentative (90% L2 and 10%L1)

(Adit, Amel, Nurul, Gilang, Interview)

From the data that has been put into the table above, it can be concluded that the amount of L1 use that occurs in argumentative writing is not only noticeable but also comparable towards the other writing task type included in the study. One of the participants that has the most significant comparison on how L1 use is being part of her two writing tasks is Nurul.

“I think English come first but I try to write in English so English come first but in order to make sense like when I find ideas in order to make sense I do think in Indonesia so how many percent it’s kind of 60 in English but 40 that Indonesian like I still need to grasp everything in Indonesia but I write it down in English just to make sense” (Nurul, Interview)

Basen on the interview, generally the 40% amount of L1 Nurul admitted to include in her writing for the argumentative task functions as helping her to make sense

of the text she writes about. In other words, Nurul needs to connect her ideas in L2 and ideas in L1 before actually making her decisions to finally write her text. Moreover, 10% L1 in narrative writing compared to 40% L1 in argumentative writing suggest different tasks require different sets of expectations.

L1 Use in the First Sentence. Approximately half of the participants (Mawar, Amel, Anton, Gilang, Lisa) always have the tendency to think in their L1 whenever they want to start their first sentence. Lisa was one of the participants that applied this pattern “Being successful is something we achieve not in a day.” (Lisa, First Sentence of Narrative Text). When asked why she decided to think in Indonesia, she answered that “probably maybe because it’s my native language so it’s kind of uh when you think in your native language you will get a clear idea of doing something” (Lisa, Interview). and then when Lisa was being asked to provide where exactly she employed her L1, she answered that “I think it’s the first paragraph like the first first um of first sentence” (Lisa, Interviews) In other words, Lisa need her L1 to start the conversation of what her text is going to be about by having a clear beginning that come from clear idea with the process that include her L1. Therefore, L1 use in Lisa’s first sentence is considered important and that is why Lisa has to particularly think in L1 in the first sentence.

“What is your least favorite thing about writing in English?” (Questionnaire)

Mawar	When I write in English, before I start writing, I may have a little bit of insecurity. I'm worried that the reader won't understand what I'm trying to say. Or in other cases, what I can actually write with richer meaning in Indonesian looks too simple in English. Thus, I can say that there is nothing I can consider my least favorite thing about writing in English, except for my own lack of confidence in the results of my writing.
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Amel	The limited of sophisticated words that I know sometimes influence my writings. The use of fancy words could improve our writing, but since English is my second language, it is hard for me to improve my writings
Anton	Difficulties in determining the grammar , structure, and finding suitable words. "
Gilang	Grammar checking
Lisa	Spending hours to write down something and have to recheck the grammar .

(Mawar, Amel, Anton, Gilang, Lisa, Questionnaire)

From the answer towards the same question on the questionnaire, it can be argued that these participants share something similar in which concerns about grammar and not being able to navigate not only grammar but also a good selection of words to write for readers to read.

Amel	“Uh first sentence most of the reason I choose disagree like sometimes correlate studies sometimes correlate monotonous and brain activity I think that this idea I actually thought of this idea in indonesia first ”
Luna	“I want to recall my memory about what is the research about uh because they have like a specific word for why asian people they have like the feeling of responsibility to other like to their community they have the word but i forgot the word that’s why I try to use like another um phrase but the exact word in indonesia like I memorize it in indonesia but I like failed to recall”

(Amel, Luna, Interview)

For Amel, she shows the pattern that L2 writers tend to rely on their L1 at the beginning of every first sentence because the ideation occurred in their L1. This also adds to another layer of reasons why L1 is needed in the first sentence, which can be seen from Mawar in the previous table who has a concern about how her complex writing in Indonesia might have been considered simple if it is translated into English. This is because it can be said that how a sentence is composed and structured would need both vocabulary and grammar, therefore it can also be argued that the fear of writing a

potential simple sentence has something to do with the fear of failing to apply complex grammar and the complex process of choosing suitable words to write.

For Luna, she still shares a similar problem in terms of finding the words to be used in her writing. Moreover, the fact that Luna seems to be really passionate about looking for one specific word she wants to recall but fails to do so shows how word choice plays an important part. It also adds complexity towards the process of locating the words done by L2 writers because of how one specific word is being memorized. The word can be either in her L1 or in her L2 or even within her L1 and L2 which contributes to how Luna encounters challenging time to recall the memory about that particular word she wants and needs to recall.

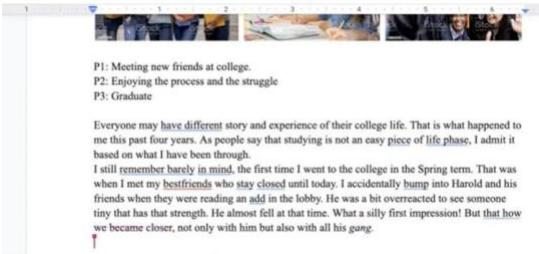
Diverse Application of Writing Strategies. It is important to note that during the narrative and argumentative task, participants cannot apply drafting because of the time frame and cannot exchange feedback because they only write by themselves. However, the investigation related to whether or not drafting and exchange feedback are included are asked in terms of other writing projects such as assignments given by the professors from their campus.

Writing Strategies on Narrative Task

Name (pseudonym)	planning	drafting	revising	editing	Exchange feedback	reflecting
Mawar	No	-	Yes	Yes	-	Yes
Amel	No	-	Yes	Yes	-	Yes
Adit	Yes	-	No	No	-	No
Anton	Yes	-	Yes	Yes	-	Yes

Luna	Yes	-	Yes	Yes	-	Yes
Gilang	Yes	-	Yes	Yes	-	No
Nurul	No	-	No	No	-	Yes
Indra	Yes	-	No	No	-	Yes
Lisa	Yes	-	Yes	Yes	-	No
Angga	Yes	-	Yes	Yes	-	Yes

Luna's planning for Narrative Task;

Time	Screenshot of Luna's narrative task	Screen action
59.25-1.28.24	 <p>P1: Meeting new friends at college. P2: Enjoying the process and the struggle P3: Graduate</p> <p>Everyone may have different story and experience of their college life. That is what happened to me this past four years. As people say that studying is not an easy piece of life phase, I admit it based on what I have been through. I still remember barely in mind, the first time I went to the college in the Spring term. That was when I met my bestfriends who stay closed until today. I accidentally bump into Harold and his friends when they were reading an add in the lobby. He was a bit overreacted to see someone tiny that has that strength. He almost fell at that time. What a silly first impression! But that how we became closer, not only with him but also with all his gang.</p>	<p>Luna did her planning strategy by writing down several notes before starting the first sentence and paragraph. Luna used codes such as P1, P2, P3 which means paragraph 1,2 and 3.</p>

Most of the participants admitted that they include planning but only Luna and Gilang explicitly wrote down their planning before starting to write any word as well as maintained the planning throughout the whole process. Then, the planning was deleted when the task had been completely written. It is interesting to note that if it is only two out of ten participants who wrote down their planning and make it visible while they write, that makes 20% and left 80% that choose to apply their planning in a more abstract way by only thinking about the planning instead of writing down anything during the whole writing process.

For Luna, her version of planning can be seen as quite simple. She used P that stands for paragraph and then having P1, P2, and P3 which is followed by a short sentence each. Luna put all these P in order at the beginning and then started writing

those three paragraphs she intended. The use of three paragraphs is influenced by the prompt of the narrative text in which only has three pictures without any text. Therefore, if following the pattern there would be a possibility that if the prompt consists of more than three pictures then Luna might write more than three paragraphs. It is also important to mention that the nature of the narrative text is also very different with argumentative writing tasks that the participants are arguably quite familiar with.

Moreover, it is also important to look at the quite similar case of only 20% of the total demographic of the participants who claim they did not have any planning throughout the whole process of writing the narrative text. When asked to elaborate more on how they did not include planning, they argue that they might be planning something, but they did not really consider that as planning because they thought planning should be good and should be followed. Therefore, because they keep changing plans of what to write and spontaneous ideas throughout the process, they argue that they did not do planning for both narrative tasks and argumentative tasks.

Writing Strategies on Argumentative Task

Name (pseudonym)	planning	drafting	revising	editing	Exchange feedback	reflecting
Mawar	Yes	-	Yes	Yes	-	Yes
Amel	No	-	Yes	Yes	-	Yes
Adit	Yes	-	No	No	-	No
Anton	Yes	-	Yes	Yes	-	Yes
Luna	Yes	-	Yes	Yes	-	Yes
Gilang	Yes	-	Yes	Yes	-	Yes
Nurul	No	-	No	No	-	Yes

Indra	Yes	-	Yes	Yes	-	Yes
Lisa	Yes	-	Yes	Yes	-	No
Angga	Yes	-	Yes	Yes	-	Yes

(10 Participants, Interview)

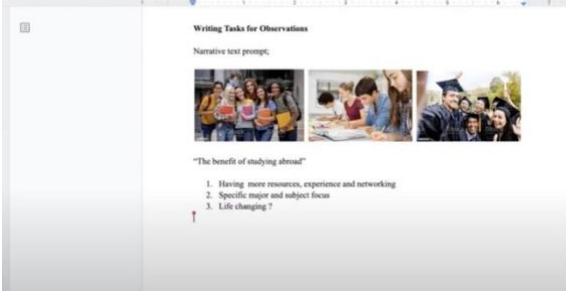
Gilang's planning for Argumentative Task

As already mentioned, a similar case to Luna can be also found in Gilang who wrote down his plan and let the planning be visible throughout the whole composing process to guide him towards the completion of the given writing task. Gilang's planning can be seen below.

Time	Screenshot of Gilang's argumentative task	Screen actions
4.04-45.43	 <p>Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?</p> <p>Introduction :</p> <p>Studying vs feel comfort (place to study)</p> <p>Many people have different style when it comes to study, some prefer to stay at home because they simply feel more focus while other prefer to do it at public space such as library or cafe because these place make them more productive. I, however, choose library than home for comfortable reason rather than having feeling to like being watched.</p> <p>Body 1</p> <ol style="list-style-type: none"> 1. Library offers more comfortable than in the apt 2. The settings-atmosphere of library allows people to stay longer (More focus, less distraction) <p>Library has become a great place to study for many reasons. Not only does it have facilities such private rooms, printers, and computers, but also the surrounding environment where everyone coming for the same purpose. These factors are supportive for me to have a great study experiences where it is hardly found at home. Besides, I always find distractions when study at home because my desk is nearby the bed wherever feeling stuck I am easily go to bed.</p> <p>Body 2</p> <ol style="list-style-type: none"> 1. Feeling of more productive and being watched is subjective 2. Some people might not feel comfortable to study in crowd 	Gilang did his planning by breakdown the writing into introduction, body 1 and body 2 where each part has several points about what the part is going to be talking about.

Gilang's planning is somewhat different compared to Luna's planning. It can be said the planning of each writer is unique to each writing. For Gilang, unlike Luna who used P1,P2,P3 as the planning, Gilang used Introduction, Body 1 and Body 2. For his introduction, he put one simple sentence and then continued by writing the actual full introduction paragraph. Then for body 1, he put two short sentences functioning as two points that later will be written about in the body paragraph 1. Similar to the introduction, the planning is followed by the actual paragraph. Finally, body 2 is similar to body 1. However, the difference between Luna's narrative task planning and Gilang's argumentative planning might have something to do with the difference possessed by

these two writing task types. Argumentative requires more argumentative type of thinking so that is probably why Gilang's planning about his argumentative writing somehow looks more specific and detailed to some extent.

Time	Screenshot of Gilang's argumentative task	Screen actions
1.22.45 - 1.52.36	 A screenshot of a Microsoft Word document titled "Writing Tasks for Observations". The document contains a "Narrative text prompt" with the heading "The benefit of studying abroad". Below the heading are three numbered points: 1. Having more resources, experience and networking; 2. Specific major and subject focus; 3. Life changing ? There are also three small images of people in academic settings: a group of students, a student at a desk, and a graduate in a cap and gown.	Gilang did his planning for narrative tasks that can be seen as different compared to how he planned for the type of argumentative tasks. This time, the planning is simpler by only having three points that will later be developed into a complete writing.

Gilang's planning for narrative tasks turns out to be different. It shows that different types of writing tasks influence how Gilang plans the writing. There is also a possibility that the number of points that can be found on the planning has something to do with the number of pictures that function as the prompt. In other words, the planning can look different, but the planning still exists within the writing process. As already mentioned before, among 10 participants of this study there are only 2 participants; Luna and Gilang who have visible planning.

Writing Strategies on Other Writing Projects

Based on the narrative and argumentative task, it can be found that the participant applies a diverse approach towards writing strategies of planning, drafting, revising, editing, exchanging feedback and reflecting. However, even though some strategy is present while others are not present, drafting and exchanging feedback seems to be

similar in terms of these two strategies are not completely applied by the participants both in narrative and argumentative.

Name (Pseudonym)	Drafting
Mawar	Yes
Amel	No
Adit	No
Anton	No
Luna	Yes
Gilang	No
Nurul	Yes
Indra	No
Lisa	Yes
Mawar	Yes

(All 10 participants, Interview)

Then, participants are given questions about how they usually engage with the writing strategies on their other writing projects such as assignments from the university. Some of them actually use drafting while others don't. However, it seems exchanging feedback is entirely not part of the conversation. In other words, the participants are not familiar with or practicing such a strategy. Some participants mention they have multiple drafts before the final version while others say they keep the same file but have different versions before reaching the final one.

Effects of L1 Bahasa Indonesia use in L2 English Composition

Sense Making. Most of the participants admitted that they have concerns about the sense making process whenever they write by switching thinking in their L1 and L2. This particular action functions as sense checking and grammar checking. In fact, concerns about sense making by questioning whether what they write makes sense or not have been mentioned by eight participants from ten participants in total. In other words, 80% of the total participants admit and confirm that one among many effects of the L1 use is the sense making process.

“I don’t really use Indonesian when I make like a whole sentence because it will affect um not really the meaning but you know like sometimes the sentence have the sense right and I just I feel like when you use Indonesian for the whole sentence you will feel like different sense when you write it in English” (Luna, Interview)

Concerns related to sense making also appear from the questionnaire. For example, Lisa, when asked the question “What do you think of your Indonesian writing skills?” she answered.

“I think my ability to write in Indonesia is good. I am very conscientious in the use of standard and effective words and in the use of punctuation. Apart from that, I am also able to see when my writing is not to the point, is not coherent between one sentence and another or between paragraph, does not make sense, or does not have a clear main idea” (Lisa, Questionnaire)

Then, during the interview with Lisa the conversation was about how Lisa needs to make sense of the writing prompt by using L1. When asked for further elaboration she responded by giving an example of how she did the equation because she is in the physics program in university. Lisa’s explanation on how her sense making process can be seen below. Based on the interview, it can be argued that L1 functions as an important part of

the L2 writer's complex comprehension process to any task before finally making a decision to give a response.

"Sometime when you think about equation like in English you think like ah maybe uh like what uh misunderstand the question so I translate it into uh Indonesian so maybe it will make more sense that's what I think yeah okay but but sometimes it could be wrong too because uh there are like some uh sentences in English that if you translate it into uh yeah Indonesian then you will get it wrong" (Lisa, Interview)

Looking for ideas. Some participants indicated that they think in their L1 is helpful and comfortable to include their L1 during their L2 writing because that is their first language. Therefore, one of the effects of L1 use in L2 can be argued is looking for ideas "Okay um so I can say that when I write in my second language, when I have to write in second language, I will have like some of challenging things for example like um the vocabulary so when I think in Indonesia it will be it will help me a lot construct the text or anything in my second language" (Mawar, Interview)

From Mawar's interview, L2 use in L2 writing can be quite limiting in terms of how she constructs the text which needs vocabulary. In addition, since ideas are constructed by the vocabulary, it can be inferred that L1 use in Mawar's writing informs that

"Well I don't know but it's like th easiest way to put idea of it because sometimes specially for international students because english is not my first language and i think that some of the terms that could be more sophisticated is coming from my first language so there's like some yeah some of the words i don't actually understand what is that words in english so it's more comfortable for me to use it in indonesia first and then looking for the translation in english (Amel, Interview)

Based on Amel's interview, she feels more comfortable to employ L1 use during L2 because some of her ideas in her L1 cannot be directly written since she might not really be sure what terms she refers to in English. Therefore, it is necessary to apply L1 during the whole process of ideation and then later translate those specific terms into L2 at the very end.

“Yeah yeah absolutely like like in order to find ideas in order to make like good like sequence and more structure writing I need to make more sense in Indonesia first it it does come in English like for first and second ideas but but I don’t have any ideas no more then I will come to Indonesian straight like Indonesian way to think like Indonesian language to think about the ideas to come” (Nurul, Interview)

For Nurul, the ideation process started by having ideas in her L2 but then L1 use is needed in order to check how those ideas are structured in her L2. Nurul also emphasizes that L1 is crucial as the solution whenever she encounters challenges in terms of finding more ideas. In other words, even though she can generate ideas in L2, she is still relying on her L1 as well.

Time Efficiency. Most of the participants seemed to have shared a common perception related to how the use of L1 in L2 writing might cause them to take a longer time completing a writing task or project because there needs to be a translation from L1 to L2 simultaneously. Therefore, some participants clearly show that it is better to minimize the L1 use due to the efficiency purposes. In addition, in some situations where time is a major variable, it occurs that the effort to use as little as possible of L1 is not entirely intentional but rather something they need to do because they have no option to include their L1.

“I don’t think it’s helpful in my opinion it even makes you take longer time to write in english so um better for me for my opinion in my opinion I think better automatically think in English” (Adit, Interview)

For Adit, L1 use is considered as something that can make the writing process take a longer time to be completed and with that in mind Adit argues that he prefers to do L2 writing with less L1 use and more L2 use instead. The automaticity brought by Adit is interesting because it suggests that L1 use as the complete opposite that requires several steps to be done before finally completing the L2 writing. The idea of automaticity in L2

use also acknowledges and reveals the fact the L1 use done by L2 writers to be a more complex process as a whole.

“It’s more effective to think in english I mean to switch your part in English while you’re writing because it’s time sake it’s effective and it’s also like helpful for you to like write in straightforward” (Gilang, Interview)

While for Gilang, his reasons for minimizing the L1 use in L2 writing is quite similar to what Adit has argued. As an L2 writer, Gilang prefers to switch to his L2 English in the middle of the writing process due to the time as the consideration. Moreover, Gilang also argues that it has something to do with efficiency. It is also interesting that Gilang mentioned the element of straightforwardness. It can be said that L2 use in L2 writing would influence the way L2 writers write in terms of moving from a less straightforward style into a more straightforward way.

L1 Use Avoidance. Some participants have admitted that they have a strong particular attitude in terms of intentionally avoiding including their L1 during their L2 writing with several considerations. Even though time efficiency that has been mentioned before can be considered one of the reasons, it is not the only one. Other reasons include “For writing in English writing or piece I would say that I’m thinking in English but when I write about Indonesian writing I have to think in Indonesia” (Luna, Interview)

For Luna, she set the expectation for herself that whenever she writes in L2 she should think in L2 and then vice versa think in L1 when writing in L1. This might also have something to do with how Luna has quite high English proficiency. However, Luna and other participants like Nurul who are identified as having high English proficiency score still include their L1 use so no participant employs L2 use only in L2 writing. Therefore, even though the tendency to avoid using their L1 in L2 writing is apparent, the

participants still incorporate their L1. Furthermore, it is important to emphasize that not every participant with high proficiency avoids L1 use because Amel clearly embraces her L1 and uses a lot of portions of L1 in her L2 writing.

“If you feel like you are um uh what your uh ability to write in English is kind of like uh not good enough then better for you to do the translation like think in Indonesian and then you translate it to English but some people said that if you like keep doing that you will be like uh your ability will not make any improvement” (Lisa, Interview)

It is also important to highlight that the L2 in L2 preference is not only coming from participants with high English proficiency tests just like L1 in L2 preference in low scores.

Name (Pseudonym)	Narrative Task	Argumentative Task	Language Score
Amel	80% L2 and 20% L1	70% L2 and 30% L1	IELTS 7.0
Gilang	95% L2 and 5% L1	90% L2 and 10% L1	IELTS 6.5
Luna	95% L2 and % 5 L1	95% L2 and 5% L1	IELTS 7.0
Lisa	80% L2 and 20%L1	80% L2 and 20%L1	IELTS 6.5
Nurul	90% L2 and 10%L1	60% L2 and 40%L1	IELTS 7.0

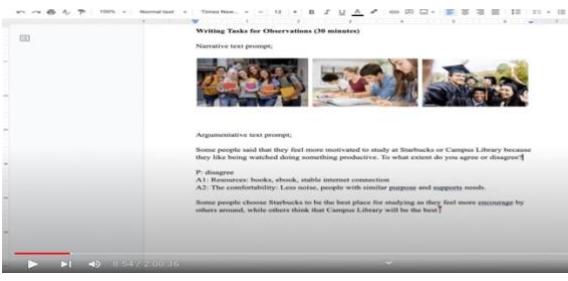
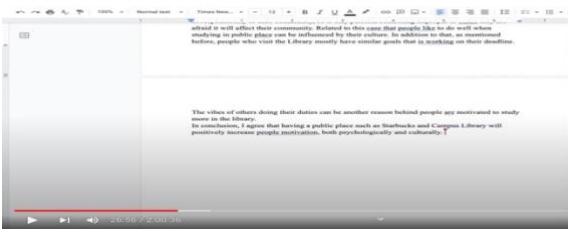
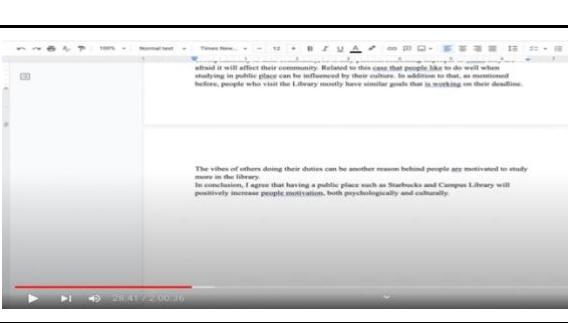
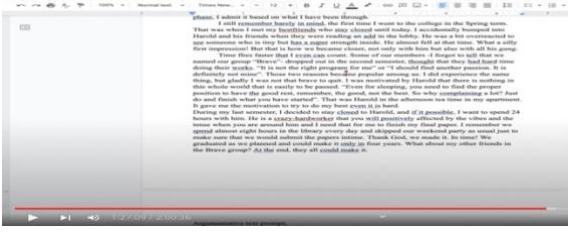
Natural Occurrence Think-Aloud in L1 and L2

Look for Ideas. Mawar was observed to be naturally practicing think-aloud even if there is no instruction at all for the participants to do think-aloud. Therefore, this think-aloud is considered a natural think-aloud occurrence done by participant Mawar of this particular study.

Time	Think-Aloud	Screen action	Screenshot
55.41	“This is more like IELTS writing questions and uh”	Mawar look at the prompt and not putting any word	
57.00	“What’s put in here”	Mawar look at the prompt and not putting any word	

For Mawar, it seems like the think-aloud that occurred is related to metacomment where she encounters the argumentative prompt and then realizes similarities between the prompt and the IELTS test prompt she has encountered in the past. That is why she uttered comments such as “This is more like IELTS writing questions and uh” (Mawar, Think-Aloud). Moreover, another observable natural think-aloud from Mawar is “What’s put in here” (Mawar, Think-Aloud). This shows that Mawar was trying to find ideas to begin her writing because when this think-aloud occurs there are not any words that have been written by Mawar at all. Interestingly enough, there is no think-aloud that can be observed while Mawar completes the narrative task.

Reactions and Metacommments and Read-Aloud. Luna was also observed naturally practicing think-aloud even if there is no instruction at all for the participants to do think-aloud. Therefore, this think-aloud is considered a natural think-aloud occurrence done by Luna.

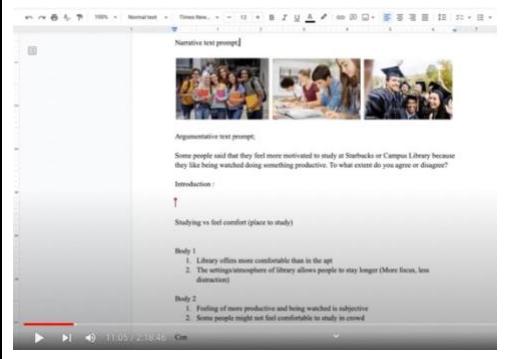
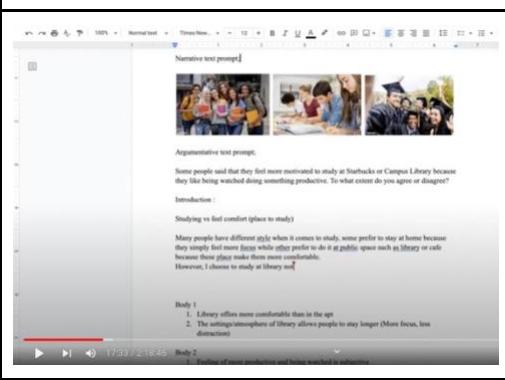
Time	Think-Aloud	Screen Action	Screenshot
8.54-9.00	“I should say about this because” (Narrative task)	Looking at what he has just written and then thinking what to write next	
26.42	“Both psychologically and culturally” (Narrative task)	Luna reads aloud while writing	
28.41	“I still have six minutes” (Narrative task)	Luna looks at her watch to make sure she keeps track of the time and say it aloud	
1.27.09	“It give me motivation” (Argumentative task)	Luna reads aloud the sentences while arranging the paragraph	

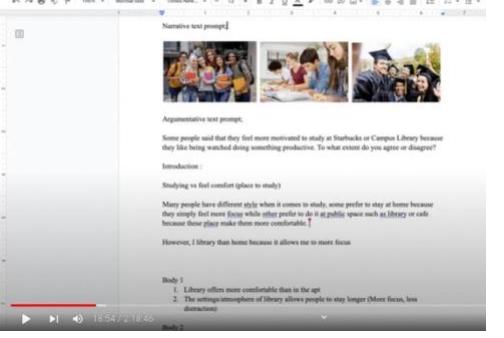
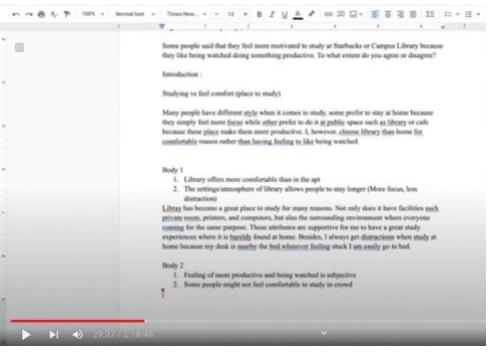
In contrast to the think-aloud done by Mawar, Luna’s think-aloud is located more during her writing process of completing narrative tasks instead of argumentative tasks.

This might have something to do with how the participant perceives the task, because

Luna admitted that narrative task is harder than argumentative task because she needs to actually make things up.

Metacomment and Ideas Generating. The similar thing can also be found in Gilang where he was observed to be naturally practicing think-aloud even if there is no instruction at all for the participants to do think-aloud in writing tasks. Therefore, this think-aloud is considered a natural think-aloud occurrence by participant Gilang in this study. It is interesting to find out and to acknowledge that the observable natural think-aloud can only be found during narrative writing tasks and surprisingly none when Gilang completes argumentative writing tasks.

Time	Think-Aloud	Screen Action	Screenshot
11.05 - 11.11	“Represented um feel more motivated” (Narrative task)	Gilang looking at the screen filled with his planning but not putting any first word yet and then do think-aloud followed by writing down the first word on the introduction part	
17.33 - 19.09	“Because uh formal writing” (Narrative task)	Gilang looking at the sentence he has written then think-aloud then deleted the sentence and rewrite the new sentence after that	

18.54 - 19.01	<p>“So say what I agree or disagree (Narrative task)</p>	<p>Gilang looking at the first sentence of his introduction and then thinking of what to write next in the second sentence</p>	
29.37	<p>“But I haven’t given example but hhmm” (Narrative task)</p>	<p>Gilang looking at his planning for body 2 and then do think-aloud followed by writing the first sentence for body 2.</p>	

Gilang shows a similar pattern like Luna where he can be observed doing think-aloud more while completing narrative tasks compared to argumentative tasks. Think-aloud by Gilang only appears during narrative tasks. The think-aloud done by Gilang can be considered as metacomment where he gives comments to himself about what he has written and what he writes next as well as the idea generating strategy where he does the think-aloud as a strategy to look for ideas. When asked about this think-aloud, Gilang said;

“Yeah it’s yeah it’s uh like self uh checker or when I was like uh on the deadlock what’s it called writing deadlock so I have no idea to write so I didn’t think I sometimes talk to myself so what else I have to do” (Gilang, Interview)

Based on the interview above, it can be said and confirmed that the think-aloud is used as a strategy by Gilang in order to overcome the writer’s block when Gilang feels like he does not know what else he needs to write about to continue his writing.

Therefore, think-aloud for Gilang functions as an additional tool to generate more ideas. However, it is worth questioning why Gilang does not include think-aloud in the middle of the argumentative task. The possible reason might due to the fact that how in narrative tasks the participants are expected to generate ideas from scratch while the argumentative task has a written prompt. Therefore, think-aloud appears in narrative writing.

CHAPTER 5

DISCUSSION

Incorporating L1 in L2 Writing Process for Narrative and Argumentative Task

It can be seen throughout the findings that participants in this study have shown that there are common patterns in terms of how participants include their L1 in the middle of the process of completing either a narrative or argumentative writing tasks.

The average amount of L1 use that can be found in this study aligns with the studies that have been conducted previously. Even though the methodology being employed in this study is using a qualitative approach, this study focuses on the participants' perception about how much L1 they include. This is different compared to most of the studies in the past in that the data is drawn from a quantitative method by counting the total number of words being incorporated during the think-aloud while completing the writing tasks.

The study found that there is more L1 use involved in argumentative writing compared to narrative writing. The amount is approximately 28,5% in average of L1 use while narrative writing participants incorporated around 16,5%, which is two times lower to the argumentative writing. This finding aligns with the previous studies that argumentative writing is considered a task that requires more L1 use because it can be said it is a more complex type and needs more effort to generate arguments to be completed (Choi & Lee, 2006; Kim & Yoon 2014).

However, the findings related to the amount of L1 used is not aligning with Wang & Wen (2002) who found the opposite outcomes were that the participants were observed to incorporate more L1 use in narrative tasks compared to argumentative tasks. They also

argued that these findings can be found because the use of pictures as prompts significantly influence the participants to be more relying on their L1 because pictures do not necessarily possess any specific linguistic features.

Reconceptualizing L1 in L2; The Myths and The Facts about Proficiency

It has been commonly assumed that participants in the L1 in L2 studies with higher proficiency will be likely to act differently compared to their peers who have lower proficiency. The assumption is that participants with higher proficiency will include less L1 use as well as gain less benefits from incorporating L1 use in the middle of the L2 writing process. The previous research study that addresses this concern is Kobayashi & Rinnert (1992) where one of the findings indicated that participants with higher proficiency tend to write directly in L2 as well as including more L2 than their L1. However, this study found out that proficiency levels of the participants do not necessarily cause them to include more or less L1 use during composing.

This study found that participants with both higher proficiency and low proficiency showed similar results of L1 use. For example, Gilang, which has lower proficiency compared to Luna, claimed to include 95% of L2 in narrative, which is the same amount as Luna. and then, for argumentative Gilang claimed to think 90% of L2 in argumentative language compared to Luna's 95% of L2 for the same writing task. Even though this finding is different from Kobayashi & Rinnert (1992), this finding is aligning with Weijen et al (2009) that also found that no difference can be found in terms of the writing process of different proficiency levels of participants. Therefore, Proficiency does not really influence the process of writing.

Furthermore, the misconception surrounding this topic in which only considering the L2 writers based on their proficiency test score seems to be overly simplifying L2 writers that undoubtedly have complex processes when it comes to completing their L2 writing. With that said, the findings from this study are somehow revealing that the little amount of L1 use that can be found during the writing process can be accepted and justified because proficiency score is not the only factor that can determine how L2 writers function and make decisions about L1 use.

Implications for Future Research

Suggestions for Future Research of L1 in L2 Writing

Based on the findings and discussion sections of this study, I would like to offer several suggestions for any potential related research in the future for those interested in L1 in L2 writing research topics. First of all, it is encouraged that any future studies include multiple writing tasks to be completed by the participants. A study that can be considered as a sample for this type of research design is Kim & Yoon (2014) where the study used three types of narrative task (write a letter, write an experience, and write based on given pictures) and three types of argumentative task (write a comparison of two different given situations, write another comparison but about more personal experience, and write about their opinion on a given topic).

Moreover, a longer and more flexible duration given for the participants is also encouraged because based on the data collected through this study it is revealed that most of the participants admitted one of the reasons why they include L1 use or L2 use has something to do with the time as the variable. Therefore, it is worth noting that if future studies can be designed to give more flexibility towards the writing tasks that are required

to be completed then there might be a possibility that more insightful data can be gathered about L1 use in L2 writing.

Furthermore, based on the collected data and findings, L2 writers as the participants in this study tend to have some connections to the given multimodal prompt in which this study uses three pictures. For example, some of the participants admitted that they think more in L2 English because the series of pictures on the narrative task prompt are not Indonesian. With that said, suggestions for future studies would be to incorporate more neutral and less identifiable pictures if decided to use pictures as the narrative prompt. It is worth noting that L2 writers react differently to different types of prompts as if different actions will have different reactions.

Limitations of the Current Study of L1 in L2 Writing

The first and most obvious limitation would be the total number of participants because this study only includes 10 participants, even though the selection of the participants has been made intentionally by having a balanced number of males and females as well as every participant coming from different universities and different majors. However, the data being collected and analyzed also can be considered limiting to some extent due to the limited number of participants. Therefore, the complexity of the L1 use in L2 writing can only be covered by these 10 selected participants even if there is a possibility more participants offer more complexity.

In addition, the existence of a timeframe within this study also can contribute to the limitation of the collecting data stage. This study is structured by approximately two 30-minute writing tasks followed by two 30-minute interviews about the writing task. Even though it has been repeatedly informed and emphasized that this time frame can be

negotiated so that the participants can take as much time as they need to complete, most of the participants followed this given timeframe. Therefore, future research might need to consider extending the duration of how long the participants should complete the writing task. For example, the writing task can be situated like an assignment with a one-week due date in order to see the differences.

Another limitation would be about the series of pictures being used as the narrative prompt seem connected to one another, even though there is not any instruction specifically given that the participant should or should not follow the pictures. Most of the participants build the narrative writing following the pattern given by the pictures. There is only one exception where a participant (Luna) made a totally unique approach by creating a whole new fiction story using the given pictures as a prompt. Future studies might consider including more than three pictures or even a short video as the prompt to see how the participants might respond to it.

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APPENDIX A
IRB APPROVAL



EXEMPTION GRANTED

Paul Matsuda
CLAS-H: English
480/965-6356
pmatsuda@asu.edu

Dear [Paul Matsuda](#):

On 1/9/2023 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	L1 Bahasa Indonesia in L2 English Writing Process: A Case of Indonesian Student Writers in the U.S universities
Investigator:	Paul Matsuda
IRB ID:	STUDY00017229
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none">• Edited Consent Form, Category: Consent Form;• Edited Research Instrument/Design, Category: Measures (Survey questions/Interview questions/interview guides/focus group questions);• Edited Social Behavior Protocol, Category: IRB Protocol;• Recruitment Script, Category: Recruitment Materials;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2)(ii) Tests, surveys, interviews, or observation (low risk) on 1/9/2023.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

Sincerely,

IRB Administrator

cc: Dwi Budidarma Sutrisno
Dwi Budidarma Sutrisno
Paul Matsuda

APPENDIX B
QUESTIONNAIRE QUESTIONS

Questionnaire Questions

What is your complete name? Please write it down!
What is your gender? Please write it down!
How old are you right now? Please write it down!
When did you learn how to write in school?
Do you remember what class you took to learn writing?
How long have you been studying English so far?
What are your favorite skills in the English language?
How confident are you with your writing skill from 1-5?
How long have you been in the United States?
What university are you currently studying at now?
What semester are you currently in right now?
What program/major are you enrolled in right now?
How many languages do you speak right now?
Have you taken a writing course in undergraduate?
What do you think of writing courses in Indonesia?
What do you think of your English writing skill?
What do you think of your Indonesian writing?
What comes first in your mind when you hear the word writing?
What comes first in your mind when you hear the word writing in Indonesia?
What comes first in your mind when you hear the word writing in English?
What is your favorite thing about writing?
What is your least favorite thing about writing?

APPENDIX C
WRITING TASKS FOR OBSERVATION

Writing Tasks for Observations

Narrative text prompt;



Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

APPENDIX D
INTERVIEW QUESTIONS

Interviews Questions

Did you think in English or in Indonesian when you complete narrative text?
Did you think in English or in Indonesian when you complete argumentative text?
How much do you think in English or Indonesian when writing in narrative text?
How much do you think in English or Indonesian when writing in argumentative text?
Why did you decide to use your L1 in the middle of your L2 composing process?
Why did you decide to use your L2 in the middle of your L2 composing process?
What were your specific reasons why you pause in the middle of your composing process?
What were you thinking about when you pause in the middle of your composing process?
What is your experience of completing narrative tasks for this research project?
What is your experience of completing argumentative tasks for this research project?
Which writing task is your favorite? The narrative text or the argumentative text? why?
Which writing task is your least favorite? The narrative text or the argumentative text? why?
Did you always include L1 use in the middle of your L2 composing process?
Did you always include L2 use in the middle of your L2 composing process?
Have you ever only thought in L1 while performing the L2 composing process?
Have you ever only thought in L2 while performing the L2 composing process?
What is your opinion on thinking in L1 while performing your L2 composing?

What is your opinion on thinking in L2 while performing your L2 composing?

Are you familiar with planning, drafting, revising, editing, exchanging feedback, and reflecting?

Were you using planning, drafting, revising, editing, exchanging feedback, and reflecting?

Did you use L1 in planning, drafting, revising, editing, exchanging feedback, and reflecting?

Did you use L2 in planning, drafting, revising, editing, exchanging feedback, and reflecting?

APPENDIX D
PARTICIPANTS' WRITING TASKS

Participants' Writing Task

Participant 1: Mawar

Narrative text prompt;



Everyone will have their own way to choose in life to be succeed, one of which is by become a student or gain knowledge from school to university. When someone decided to continue their study to university, it will be really challenging at first. She or he will have many assignments to do, a lot of reading materials, and deal with other problems such as mental health. However, a student will get what they supposed to be if they can going through this process consistently. One thing that can help a student to go easier in this process is creating a good relationship with other students. When someone get problem with a course, the person can ask for help from other students, such as conducting a learning group. Besides, the university life is always not that easy for everyone. Taking a rest for a while, doing exercise, or visiting a coffee shop to have a small talk with others can be such helpful things to release our stress. I believe, the awaiting time will come and will be the happiest moment in university life when student can go patiently through this process. Finally, there is nothing can be compared with knowledge or education since it will be a golden ticket to make our life more valuable either for ourself or others.

Participant 1: Mawar

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Learning at Starbucks or Campus Library is helpful for some people as they can be more focused and get mutual vibes with others. I personally disagree with this as I believe that learning environment can affect some people regarding the way they learn.

First, everyone has their own way to get motivated to accomplish their goal. For some people, a quiet place with fewer people will improve their concentration. They will feel more underpressure when there are a lot of people around them. Reading book, completing a task, or other thing will need more time to be done. For this kind of people, they can get more benefit in self-learning and without any disruption.

Secondly, there are also some other people that lost their motivation when nobody was around them. They can do other thing that more sociable than completing their task. These people will go outside of their comfort zone to find more supportive people or places that can help them keep on track. Being in crowded place with people doing the same thing with them makes these group of people feel more confident to learn.

To conclude, we cannot compare one and other people's learning style. Some people feel more comfortable when they are in more quiet room while others prefer to be surrounded by more people.

Participant 2: Amel

Narrative text prompt;



The experience of higher levels of education for young people is an interesting topic to talk about. The majority of young people will continue their education level after graduating from high school. This period sometimes becomes the greatest time for young people since they have the opportunity to make a choice for themselves as well as the times when they process to encounter a real life experience.

Campus life might be a better term to explain this time frame. For some people, campus life could be just like another phase of their lives, attending class, studying, graduating and getting a job after that. On the other hand, for some people, campus life could be a very overwhelming experience. The diversity of people that you could meet during your study, the academic environment yet at the same time also the place where you could be free to decide whether to work on assignments or get drunk before the class.

The experience of campus life indeed is a very crucial phase for young people. The spectrum of learning in this level of education is not just limited to obtaining knowledge from every class you take but also most of the social learning process actually starts from here. You will learn how the real bureaucracy works through organization experience and how to build your professional network with your colleague in this phase.

Participant 2: Amel

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Personally, I don't think that the goal of studying at a public place such as Starbucks or Campus Library is because people like being validated in doing something productive. There are a few reasons why I came up with this statement.

First of all, study sometimes correlates as a monotonous and boring activity. Some people tend to look for a new environment to avoid boredom. Instead of spending time in the house or bedroom for study, a place such as Starbucks, library, or other public space could give us new experiences and make this activity more dynamic since we could meet new people or try the new menu while we study.

Second, the public places such Starbuck and Campus Library nowadays have become more convenient and comfortable places to study. For some people, instead of studying in the house with the possibility of getting disturbed by other people's activity, a public place could be the alternative choice. The ambience of a cafe or library which is quiet without interruption becomes an important consideration.

Third, the idea of studying in Starbucks or the Library has become a common habit for modern people. Instead of like being watched doing something productive, people feel motivated because they could meet other people studying or working there. By watching all sorts of activities, some people also feel more pressure to do the same thing.

In conclusion, I will disagree with the statement that people feel more motivated to study at Starbucks or Campus Library because they like being watched by doing productive activities.

Participant 3: Adit

Narrative text prompt;

Education is an important part in the life of society. Education is probably the most organized pathway that allows people to be successful in the future and it can be accessed from formal academic institutions or nonformal places. In this very frontier era of technology, education has been pretty much easier to be accessed.

The pictures below show how education has been a part of human life. Regardless of the race, nationality, gender, and ages everyone has their rights to achieve good quality of education to follow fields that are their passion. Schools potentially have become the easiest way to get a reliable education. Becoming a doctor, mathematician, scientist, and even an IT developer or programmer are not impossible through education and can be pursued by following very structural set of academic pathways in schools.

As it is shown in the last picture, graduation and getting a diploma are the final achievement in school that, administratively, confirm that one has already finished the academic program according to the curriculum set by the school. By using the diploma they could be able to convince prospective companies or employers about the knowledge and practical skill that have already been absorbed and ready to be applied.



Participant 3: Adit

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Environment could give a significant effects to the process of absorbing knowledge. Some people probably found it easier and more effective to study alone in a quite situation, but others prefer to study in public places to get more concentration. In my opinion, I think it will be more effective to study in a quite place that is far away from crowded place to be better understand.

First of all, study alone could give you more concentration and effectively gain your learning objectives. If I could take myself as an example, learn in public place and have more people around me makes me uncomfortable to digest the information. Noise, other conversations, and other unnecessary sounds will just take me away from what I am trying to focus on.

Beside of the above benefit, study in public places such as Startbucks, parks, and so on at some moment can get you distracted from your materials. You are possibly to accidentally join in a conversations after your friends come around. Therefore, I think it should be acknowledged that having more people around you does not help you to positively help your learning processes.

To conclude, learning situation is highly important to support your study, and I would like to emphasize that studying in public places as well as having other people around you will not help you in understanding the information or lesson, rather it will just become the source of distraction.

Participant 4: Anton

Narrative text prompt;



Pursuing higher education is a dream for everybody. A higher degree means you have a better qualification and a better chance of success in the future. However, the process is not easy. It started with applying to the university, which is already exhausting for some people. It took commitment as well as plenty of resources to get that.

The first picture you see is from when you first time coming to the university as a freshman. All the students look very happy and excited to begin their new journey. University life is different from high school. You will meet more diverse friends from different backgrounds. You will also have to deal with more complex problems and be more responsible in your life. You will be more independent because there is no teacher who will give more attention to you as you get older.

In order to get an undergraduate degree, students normally spend four years at the university. The second picture you see is the time when you have to study hard and fulfill all the academic requirements. You must be more responsible in terms of time management and setting expectation and goal. Your achievement in university reflects your commitment and resilience as a student. There will be certain times when you feel discouraged or want to give up, but having a peer or some friends could be one of the ways to cope with your stress. Beside the academic thing, use your time also to enjoy and get involve in student groups or campus organizations. That will give you valuable experience for your future career.

After all ups and downs during your university life, you will come to the end of the tunnel, which is graduation. As you can see from the third picture, being graduated is one of the proudest moment in your life. You should celebrate this another milestone because you have been working so hard and study diligently to make this happen. Graduation is the end of your academic life, but it is a start of the real life. After graduation, you will start finding a job and creating your life path. You will become future leaders in your country. Finally, embrace every moment in your life. Do your best in everything you do and you will get what you deserve.

Participant 4: Anton

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

I disagree with that argument for several reasons. In my opinion, the reason people feel more motivated to study in public spaces is not because they want to get attention from others, but because there is a certain amount of pressure that pushes them to keep doing the work, compared to the situation where they study at home. Based on my personal experience, if I do self-study at home, I tend to be more lazy and create so many excuses to rest or do unimportant things. However, when I study in a public space like a library, there is a drive that pushes me to keep doing my work. In addition, studying in public spaces does not make me feel lonely because I know there are always people near me.

On the other side, the possible reasons why certain people feel that they like being watched doing something productive might be related to their personalities. Those people usually do something because of external motivation, which in this case was a compliment from others. Those persons may also enjoy receiving attention from others and strive to impress people with everything they do.

Finally, I believe there is no right or wrong way to study and the motivation behind that as long as it is productive and produces better results for everyone.

Participant 5: Luna

Narrative text prompt;



Everyone may have different story and experience of their college life. That is what happened to me this past four years. As people say that studying is not an easy piece of life phase, I admit it based on what I have been through.

I still remember barely in mind, the first time I went to the college in the Spring term. That was when I met my bestfriends who stay closed until today. I accidentally bumped into Harold and his friends when they were reading an add in the lobby. He was a bit overreacted to see someone who is tiny but has a super strength inside. He almost fell at that time. What a silly first impression! But that is how we became closer, not only with him but also with all his *gang*.

Time flies faster that I even can count. Some of our members -I forgot to tell that we named our group “Brave”- dropped out in the second semester, thought that they had hard time doing their works. “It is not the right program for me” or “I should find another passion. It is definitely not mine”. Those two reasons became popular among us. I did experience the same thing, but gladly I was not that brave to quit. I was motivated by Harold that there is nothing in this whole world that is easily to be passed. “Even for sleeping, you need to find the proper position to have the good rest, remember, the good, not the best. So why complaining a lot? Just do and finish what you have started”. That was Harold in the afternoon tea time in my apartment. It gave me a motivation to try to do my best to get the good, luckily if it is the best.

During my last semester, I decided to stay closed to Harold, and if it possible, I want to spend 24 hours with him. He is a crazy-hardworker that you will positively affected by the vibes and the tenses when you are around him and I need that for me to finish my final paper. I remember we spend almost eight hours in the library every day and skipped our weekend party as usual just to make sure that we would submit the papers in time. Thank God, we made it. In time! We graduated as we planned and could make it only in four years. What about my other friends in the Brave group? At the end, they all could make it.

Participant 5: Luna

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Some people choose Starbucks to be the best place for studying as they feel more encouraged by others being around, while others think that Campus Library will be the best. I should say that it is true to some points that people are more motivated to keep doing best when psychologically supported by their environment as well as cultural influence.

The first reason why people choose to study at Starbuck or Campus Library is the resources. When people choose to study at the Campus Library, they consider of the resources that the place provides. In the library, there is a lot of people doing similar things which is studying or discussing about their works that mentally increase the willingness to have similar pace of studying. Besides, there is also a lot of books, e-book, computers, and others public tools that helpful for supporting the studying process.

Another thing is that almost in every library and Starbucks-as a fancy place for meeting people, the stable internet connection is another thing that is needed by students who are intend to finish their works online.

The second reason that regarding the presence of other people surrounding is that people tend to be encouraged doing something better when people keep their eyes on them.

There are some cross-culture psychology research that report that, in particular Asian people they have the feeling of responsibility to their community, so if they perform something improper that is watched by others, they are afraid it will affect their community. Related to this case, people like to do well when studying in public place may be influenced by their culture. In addition to that, as mentioned before, people who visit the Library mostly have similar goals that is working on their deadline. The vibes of others doing their duties can be another reason behind people are motivated to study more in the library.

In conclusion, I agree that having a public place such as Starbucks and Campus Library will positively increase people motivation, both psychologically and culturally.

Participant 6: Gilang

Narrative text prompt;



“The prodigy of studying abroad”

Many people have dream to pursue study abroad as they found it has a abundance of benefits. Asides from the fact that getting accepted at foreign universities maybe challenging and take a long process, there a lot of significance that can change someone life.

1. Having more resources, experience and networking

Many universities offer more complete resource compare to domestic universities. These facilities could be world top library that has open and free access to journals and books. Another support is that advanced technology in lab and study centers. Lastly, the more internationally oriented universities the more global the networking. In the USA for example, MIT attracted their upcoming students with the leading and latest technology in the engineers and data science major. Meanwhile business based oriented such as Hult gives their prospective students with global partnership in marketing in business. These reasons are hardly found in domestic universities.

0. Specific major and subject focus

Another benefit of study overseas is that the wide range and various specializations a university has. This is to say that, the major offers maybe similar but the output could be different. One of the example is Boston University where it has different types licensure track for those who want to be an experts in education field. Some universities may not have the specific track, but it has wide range of subject that covers all learning in education.

0. Life changing moment

Living thousand miles away from family oftentimes shapes someone to be more independent as the individual has to determine all necessity by himself such as grocery shopping, laundry, house cleaning and do chores. Not to mention also the homesickness that may comes up uncertainty would make one become more persistent and though because the person has to figure out what he has to do while missin home.

Participant 6: Gilang

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Many people have different styles when it comes to study, some prefer to stay at home because they simply feel more focus while other prefer to do it at public space such as library or cafe because these place make them more productive. I, however, choose library than home for comfortable reason rather than having feeling to like being watched or becoming more productive.

Library has become a great place to study for many reasons. Not only does it have facilities such private room, printers, and computers, but also the surrounding environment where everyone coming for the same purpose. These attributes the main reason for me to have a great study experiences where I hardly find them at home. Another reason is that I always get distractions when study at home because my desk is nearby the bed wherever feeling stuck I am easily go to bed.

Meanwhile, some may argue that spending more time at library make them more productive as many people watch what they are doing. I slightly disagree with this statement because there many people who are enjoy studying alone and being more productive doing something when no one sees them. Some may feel discomfort doing something while many eyes on them. This is known as fishbowl theory where people watch their fish twenty for seven. To this reason, those who feel discomfort doing something when people see them often find themselves become less productive.

All in all, everyone has different ways to enjoy their study. Yet the most important aspect is when the palace is conducive and supportive. To all reasons, instead of being more productive, library has all facilities to be a great place to study.

Participant 7: Indra

Narrative text prompt;



Picture 1 to 3

The way I see the pictures above, it reminds me of the process of become an educated person. The first picture shows how students gather and become friends during their process on the higher education, full of joy and creativity. Then the second pictures depicts the seriousness of being a student. Working on assignment and do the work to get the knowledge. Then come to the third picture, when they achieve their goals to graduation date. All the happiness of these college students shows on their expression as they already achieve what their working on.

Participant 7: Indra

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Motivation to learn can come from many sources, some people feel more motivated when they are seen to be more productive to other people. I do agree with this prompt, because when we got an artificial attention it can drive ourselves to work harder just because of the social structure in society.

Working hard just so other people can perceive us as a successful person can be determined as an artificial motivation. Some people have tendencies to show off their capabilities and always look busy. The teenagers and people in their twenties are more likely to have this prompt. It can happen because of the influence of the social media and peer pressure.

On the other hand, it depends on the individual personality trait. Some extroverts might prefer to work on the open and more warm areas where they can potentially meet other people. Perceiving as fun and cool person can also affect how they want other people to see them this way. As an extrovert person they want to get more friends and more exposure to productivity. It can also happen because they cannot stay at home by themselves for a long time.

Craving for the attention is not a bad thing as long as the outcome from the threat is positive. It can happen to someone because the lack of attention at home and create a psychological thinking where they need validation from others that one's can achieve something, or become better than other people. However, as long as it is not harm for other people it can be accepted as a good input for one's life.

In a nutshell, I do agree that in reality some people want to be known as a productive person by learning in campus or in public area, to make an image branding of themselves to others. As long as they can be more productive than they usually do, then it can create a positive impact both for themselves and others.

Participant 8: Nurul

Narrative text prompt;



Being successful is something we achieve not in a day. There are some processes we have to go through; sometimes with laughter and sometimes with tears. During the whole process we need some motivation that comes not only from ourselves but also from people around us. Here in this writing I would like to deliver two important things that have a big impact on our process to be successful.

First is the motivation that comes from ourselves. We cannot be successful if we do not have a dream first in ourselves. Once we have that dream and want to achieve it, we grow the dream to become a serious commitment to do our best, survive in every condition that we may face, be brave, take a risk, and perhaps sacrifice some important thing to reach our goal of being successful. Self motivation always comes first as this will make us more passionate and happy to make an effort to reach our dream.

The next thing we require in order to achieve our dream is a supportive circle. Choosing a good companion is also an essential part of reaching our goal because we sometimes need support from others. For example when we feel like we are a failure, we can share our problems with our beloved ones to make us feel better. Also, when we cannot solve a problem we can ask our friends for help or some advice. Otherwise if the circle is not supporting us in achieving our dream, we probably will not reach our dream.

Participant 8: Nurul

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

It is stated that a number of people like to study at coffee stores or libraries on campus as they will feel motivated when others see them being productive. In my opinion, I do not think that this is completely true since I believe that there are some other reasons why people like to study at a public place. In this writing I will deliver two reasons why people tend to go to Starbucks or libraries to get their work done there.

First, we all know that everyone has their own way to study. Some people like to finish their work in a quiet place such as the library or their own room because they can concentrate more there. I believe this reason will come first compared to the reason they like to be watched doing something productive.

Another reason I also believe why people love to go to a coffee store to study is because first they want to get coffee, have a better internet connection, also it is because some people feel like they cannot focus when they are in a quiet room. For example, my friend always asks me to accompany him to study in the school cafeteria. He said that he cannot study in his room or library since those two places are super quiet, making him sleepy all the time. However when he is in a place with a lot of people there, he will not be sleepy because of the noise others make.

Being watched doing something productive might be a reason people go to a public place to study but I believe that being comfortable in a place that boosts your mood to grind getting your work done is the most important thing to consider when choosing a spot to study for most people.

Participant 9: Lisa

Narrative text prompt;



Being successful is something we achieve not in a day. There are some processes we have to go through; sometimes with laughter and sometimes with tears. During the whole process we need some motivation that comes not only from ourselves but also from people around us. Here in this writing I would like to deliver two important things that have a big impact on our process to be successful.

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The next thing we require in order to achieve our dream is a supportive circle. Choosing a good companion is also an essential part of reaching our goal because we sometimes need support from others. For example when we feel like we are a failure, we can share our problems with our beloved ones to make us feel better. Also, when we cannot solve a problem we can ask our friends for help or some advice. Otherwise if the circle is not supporting us in achieving our dream, we probably will not reach our dream.

Participant 9: Lisa

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

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Participant 10: Angga

Narrative text prompt;



Attending colleges nowadays people like to improve themselves in terms of education. People always learn about good or bad things that go around the world. In this spring time, for example I decided to go to the university to leave a better life. Along the line, I had a change of mind and this time around to stay on campus. My going to college has made me good about education, language barrier, being in college I able to develop interpersonal relationships with different background or other ethnic groups, and going to college has made me explore in a different part of the continents. Thinking back, I can remember some basis why I chose to go to college, To start with, my proceeding to college has helped me to break down the conversation among people and knowing most cultures from different group.

So, the major advantages of being in college can be put into these categories, for example I was able to travel to different parts of the world, make new friends and be able to communicate well in English.

Finally, going to college has changed my ways of living, this is because now I can listen my professor talk about course in front of the class as a native english, listen and understand any song of my choice, watch my favorite english movies, and knowing how most people share ideas when it comes to finding difficulties and being a team group discussion in the class.

Participant 10: Angga

Argumentative text prompt;

Some people said that they feel more motivated to study at Starbucks or Campus Library because they like being watched doing something productive. To what extent do you agree or disagree?

Most university students have different perspectives to do their assignments in different places, not only at home but also in pleasant places such as cafes, restaurants, or places that make the mood more relaxed and focused. I think maybe that is a bit dramatic to consider our choices, for example even more stressful when it is the night before our exam and we finally decide to go to the library, only to get an overwhelming feeling of wanting to die upon entering. but , libraries have never really been my scene. During times when I am most stressed, such as midterms, finals, or just falling behind on life, the vibes of libraries, their overcrowded-ness and their overall atmosphere only add to the problem.

During as an undergraduate student, I tried and developed a habit of going to the cafe or sometimes in the Starbucks right across the street from my university to do homework after the lesson. Although it was mostly kill time, I never appreciated how much work I got done there and the surprising sense of relaxation it brought me. Fast-forward to college to continue my master degree and discoring my hatred of libraries, I recalled my productivity and began studying at coffe shops like in Starbucks over in Makassar city. Since then i have never gotten more done and felt less stressed, all while somehow enjoying my study sessions.

BIOGRAPHICAL SKETCH

Dwi Budidarma Sutrisno or better known as Dwi was born in Ternate, Indonesia, on November 9, 1995. He went to Universitas Khairun Ternate in 2014 for a bachelor's degree in English Literature while teaching English part-time during the weekends and then graduated in 2018. He then continued teaching English at multiple places including English Access Microscholarship Program site Ternate funded by the U.S Department of State. Even though he lived a small, tiny little island called Ternate, he has always wanted to see the world outside of the island. Then He received a full-ride scholarship from LPDP (Endowment Fund for Education) from the Indonesian government in 2019 and started his English MA (Writing, Rhetorics and Literacies) in Spring semester 2022 at Arizona State University. He involved in volunteering activities with ASU Muslim Students Association, ASU CALL (Computer Assisted Language Teaching) Club, and RevServe Students Organization. He is interested in conducting research/papers related to Second Language Writing as well as research topics related to TESOL and Applied Linguistics He has also been engaged in scholarly development activities presenting his research/paper at University of Alabama Languages Conference, ASU LAL/TESOL Symposium, University of Minnesota SLA Graduate Symposium, AZCALL Conference, AZTESOL Conference and the Symposium of Second Language Writing. He then conducted research within the second language writing field particularly in the L1 use in the L2 writing process for his master's thesis to graduate in Fall 2023.