Exploring Language Learning Strategies in Enhancing Writing Skills Employed by Secondary School Successful Learners

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Abstract
Language learners require different strategies in language learning including in specific skills that they want to be good at. However, acquiring a language skill could pose some major challenges to some learners. In relation to that, this study aims to identify the most and least popular language learning strategies used in writing by secondary school successful learners. Purposive sampling was used in selecting 40 high English proficient students as the respondents from an urban secondary school in Sarawak. The Young Learners' Language Strategy Use Survey by Cohen and Oxford (1990) was adopted which was further analysed by using a descriptive analysis method. It was found out that 31 participants preferred reading what they wrote to see if it is good enough as the most popular language learning strategy in writing. Meanwhile, the least popular language learning strategy selected by the participants is using words from their own language but adding new endings to those words. With advancement of technology used specifically for education, it is recommended that schools to provide electronic tools or gadgets to help students make their skill learnt all the way into their writing activities. It is hoped that this study will provide some meaningful insights to the language learning strategies used among successful learners to enhance their writing skills especially for the betterment of English language teaching and learning.
Keywords: Writing, Language Learning Strategies (LLS), Language Strategy Use Survey, Successful Learners, Language Education

Introduction
The English language has a prominent role in the previous and today's face-pace moving era. It is not only the main medium of instruction across the world but also the language that connects oneself to the world and relates to his or her competency as well as employability

(Krishnan et al., 2012; Jain, 2019). English, as the second language in Malaysia, is highly emphasized in the road map of Malaysian Education Blueprint (2013-2025). Therefore, the English language syllabus was improved, and all four skills were tested in the public examinations, namely speaking, listening, reading and writing.

Writing is one of the necessary skills to be acquired and mastered by learners of English as a second language (ESL). According to Aziz and Ahmad (2017), writing is a cognitive process, and it poses great challenges to not only learners of English as a second language (ESL) but also learners of English as a foreign language (EFL). Writing is not merely about writing a whole chunk of paragraph. It requires learners to be able to form a variety of sentences. They should also be creative and informative, apply thinking skills and adopt suitable genres to compose a good essay (Aziz & Ahmad, 2017). In other words, ESL writing skill is not something that language learners can excel over the night, but it takes a certain period for learners to develop and master (Ananthan & Said, 2019). Therefore, careful preparation is imperative to ensure the ESL writing

Writing is a challenging task. What could have made it more challenging in mastering ESL/EFL writing is the complexity of writing. According to Moses and Mohamad (2019), ESL students face common problems when they come across ESL writing such as insufficient vocabulary capabilities, spelling errors, grammatical errors and lack of exposure to English reading materials. Also, English language is not the mother tongue or first language among most students (Ravichandran et al., 2017). Students start learning the English language at a very young age; on the contrary, many of them are still unable to perform well in their English test due to low marks in writing (Yunus et al., 2019).

In relation to that, language learning strategies play a vital role in assisting students to master the target language skills. There are numerous previous studies or research examining the language learning strategies used by learners. According to Rigney (1978), language learning strategies are associated with behaviours, steps or techniques applied to assist a learner to acquire the language. In view of how some successful language learners can excel and perform far better than the passing borderline and use the language efficiently, it is worthwhile to study how successful language learners pass their examinations and what they have done. Besides, the language learning strategies can be appropriately discovered to ensure successful learning, (Lim et al., 2021). By studying successful language learners' learning strategies, educators will be able to derive based on them and apply those theories on less successful learners in their ESL or EFL classroom (Rubin, 1975).

Research Objectives
This study is designed to identify the following research objectives:
1. To identify the most popular language learning strategies used in writing by secondary school successful learners.
2. To identify the least popular language learning strategies used in writing by secondary school successful learners.

Research Questions
This study is designed to answer the following research objectives:
1. What is the most popular language learning strategies used in writing by secondary school successful learners?
2. What is the least popular language learning strategies used in writing by secondary school successful learners?

Literature Review
Writing Skills in ESL Classroom
English Language plays a significant role in today's world as it serves as the language of business, language of diplomacy, language of science and technology and language of finance and commerce. Therefore, the mastery of English is undeniably important to explore knowledge globally and to improve one's competencies in the globalising world. Writing is considered a "measuring tool" to evaluate students' level of knowledge, mainly in the learning process in ESL classrooms. It has been a norm for every education system worldwide to conduct examinations specifically in written form to test how much the students have been learning at school, including Malaysia. According to Sarip et al (2021), writing skill is considered as one of the most complex and complicated skills to be acquired by language learners. Ghabool et al (2012) found out some of the major issues encountered by learners in writing such as the lack of language skills which include improper use of vocabulary and grammar, punctuations and conventions. Despite all challenges and issues faced by language learners in learning writing, it is prominent to create awareness among language learners about the importance of mastering writing skill and to find out appropriate language learning strategies to acquire writing skill effectively.

Definitions and Classifications of Language Learning Strategies
Language learning strategies play an imperative role in language learning as they are believed to correlate with language learning success and hence, it has been precisely studied by many researchers. Several definitions of language learning strategies have been discussed by many scholars. Rubin (1987), provided a simple definition of language learning strategies: steps, techniques or behaviours to enhance language learning among language learners. The definition of language learning strategies given by Rubin (1987), is almost the same as the definition given by Ghani (2003), but he further explained the use of language learning strategies as specific actions, behaviours, steps and techniques employed by language learners to enhance the acquisition of a new language, as well as to develop the process of learning a second language.

Language learning strategies have been classified by Oxford (1990), into two main categories, direct and indirect, and then subdivided into 6 different strategies, namely metacognitive strategies, affective strategies, social strategies, cognitive strategies, memory strategies and compensation strategies. Direct strategies consist of memory, cognitive and compensation strategies. According to Oxford (1990), memory strategies help learners to store new information and knowledge in their memory and retrieve them when needed. Some examples of memory strategies are the use of images, sounds, body movement and mechanical means to help learners to learn and retrieve information. Cognitive strategies are used to manipulate and transform a target language through different strategies such as practising, receiving and

sending messages strategies, analysing and reasoning and also creating structures for input and output. O'Malley and Chamot (1990) suggested that repetition of words or phrases is one of the best cognitive strategies in language learning. Some other important cognitive strategies used to manipulate or transform language in direct ways are note taking, translation, elaboration, deduction.

Oxford (1990) stated that compensation strategies help learners to overcome limitations and deficiencies in learning a new or unfamiliar language. For example, they learn to guess the meanings of words through linguistic clues. Indirect strategies include affective, metacognitive and social strategies (Oxford, 1990). Affective strategies cultivate learners' motivation and develop positive attitudes and emotions towards learning the language. Positive and supportive attitudes and emotions are crucial in motivating learners in language learning process (Oxford, 2011). According to Oxford (1990), metacognitive strategies help learners to coordinate their learning process which involve planning, organizing, monitoring and evaluating their learning, as well as to build learning autonomy among learners. This is in line with the statement from Wenden (1991) who claimed that these strategies are mental processes deployed by learners to regulate their learning. Learners would be able to select suitable strategies from a wide range of language learning strategies available. Social strategies encourage learners to cooperate, work and interact with others while acquiring the language. These strategies are considered as a form of social behaviour in which learners practise language learning with others. For instance, practising the language with native speakers to improve their language skills.

Table 1
Oxford's taxonomy of language learning strategies (adapted from Oxford 1990, p. 17)

Direct Strategies	Indirect Strategies
1. Memory	**1. Metacognitive strategies**
a. Creating mental linkages	a. Centring your learning
b. Applying images and sounds	b. Arranging and planning your learning
c. Reviewing well	c. Evaluating your learning
d. Employing action	
2. Cognitive	**2. Affective strategies**
a. Practising	a. Lowering your anxiety
b. Receiving and sending messages strategies	b. Encouraging yourself
c. Analysing and reasoning	c. Taking your emotional temperature
d. Creating structure for input and output	
3. Compensation strategies	**3. Social strategies**
a. Guessing intelligently	a. Asking questions
b. Overcoming limitations in speaking and writing	b. Cooperating with others
	c. Empathising

These language learning strategies can be utilised by language learners to acquire language in different ways which is supported by Ghani (2003) who stated that different language learners have different styles and behaviours in language learning and therefore, they employ different types of strategies in language learning and acquisition. Based on the research

carried out by Teng and Zhang (2019), there are several factors which influence the employment of language learning strategies such as learners' motivation, learning styles and abilities, age, attitude and so on. Therefore, it is undoubtedly significant for language learners to learn more about various kinds of language learning strategies and practise those which suit their learning styles and preferences to enhance their language learning process. Moreover, ESL teachers are also advised to educate learners on varieties of language learning strategies and guide them in unfolding the best language learning strategies to upgrade their language skills.

Successful Language Learners
It is utmost important to understand the characteristics of good or successful language learners before proceeding to understanding the language learning strategies deployed by them in language acquisition. It is believed that the interest in learning more about language learning strategies can be triggered by the understanding of the traits of good language learners. According to Rubin (1975), good language learners always make opportunities to discover and practise diverse language learning strategies inside and outside the classroom. They are not afraid of making mistakes and they are willing to try out different kinds of strategies to understand uncertain language and make errors work. Lightbown and Spada (1997), then further added some characteristics of good language learners: smart, good academic skills and enjoy the learning process. Wharton (2000), stated that successful language learners tend to utilise varieties of language learning strategies as compared to less successful language learners. This is in line with the study done by Kiu and Yamat's (2020), who found out that in language learning, successful language learners tend to apply more strategies and in a more frequent manner to acquire the language as compared to less successful language learners.

Apart from that, Stern (1992) claimed that good language learners are less likely to encounter frustration in dealing with language learning as they are more open to foreign language, its native speaker and also the learning process which portrays the utilisation of affective strategies in language learning. Good or successful language learners are highly proficient in using the language and hence, they are considered as successful in language acquisition (Hashim et al., 2018). Thus, it is significant to unfold the language learning strategies applied by good language learners in acquiring their second language to help less successful learners to strategize their language learning process and to achieve success in language acquisition.

Methodology
Research Design
This study aimed to identify the language learning strategies used by successful students in ESL writing. The focus of the research was to determine the language learning strategies which were utilised the most and the least in their writing. Quantitative research design was employed in this study.

Respondents
The sample of the study consisted of 40 Form 2 students in a secondary school located in a Bintulu district in Sarawak (24 female, 16 male). All 40 students were similar in terms of their proficiency in the second language as well as their academic achievement. The respondents were selected based on their score and grade in the English subject from the most recent

examination, English Summative Test through purposive sampling. In other words, the respondents had to score at least 80 marks or A-grade as a qualification to participate in this study. They were well informed on the objectives of the study and had voluntarily given their consent to take part in the study. For this study, the distributed questionnaire consisted of 4 parts, specifically for writing skill, in which Part A, Part B and Part C were close-ended questions while Part D was an open-ended question. Part A, B and C included 16 items, each on a 4-point Likert scale. The 4-point Likert Scale ranged from "I use this strategy and like it" (scale point 1), "I have tried this strategy and would use it again" (scale point 2), "I have never used this strategy but am interested in it" (scale point 3), and "This strategy doesn't fit me" (scale point 4). In Part D, the respondents were instructed to write down other strategies which they have used to improve their writing, apart from the strategies that had been listed in the questions. The descriptions for writing strategies and their scales are presented in the Table 2:

Table 2
Descriptions of writing strategies and their scales

Descriptions of Writing Strategies	Scale (1-4)
I use this strategy and like it	1
I have tried this strategy and would use it again	2
I have never used this strategy but am interested in it	3
This strategy doesn't fit me	4

Data Collection Instrument
The researchers issued a set of questionnaires to the respondents comprising pertinent information for this study to identify the language learning strategies employed by the respondents. The questionnaire was adopted from Young Learner's Language Strategy Use Survey by Cohen and Oxford (2002), as referenced in Cohen and Weaver (2005). The original survey consisted of 6 types of language strategies which are Listening Strategy, Vocabulary Strategy, Speaking Strategy, Reading Strategy, Writing Strategy and Translation Strategy. In this context, the questionnaire only focused on the use of writing strategy as the researchers intended to examine the strategies applied by the respondents to enhance their writing. Besides, the questionnaire was conducted through Google Form to collect and organise the information needed. The form was then distributed to the respondents through WhatsApp application. Next, the information was gathered after the respondents had given their responses online. The information received through the form was then analysed and recorded in a spreadsheet.

Findings
Identifying the language learning strategies used by more successful learners is a beneficial way to help the non-successful ones. Both open and closed-ended survey questions were constructed to investigate the most popular and least popular strategies that are preferred by highly proficient students in terms of writing. The questionnaire consists of four parts in which the first three are close-ended questions and the last one is an open-ended question as shown in Table 3:

Table 3
The category of questions

Part	Details
A	What I do to write more
B	What I do to write better.
C	What I do if I cannot think of a word or phrase I want to write
D	Open-ended questions: Apart from the strategies mentioned above, what is another strategy / way / tool / apps that you use to improve your writing? Please tell me more about your answer (You can write more than one).

Part A: What I do to write more?

		Scale & Descriptions				
		1	**2**	**3**	**4**	
No.	Item	I use this strategy and like it (%)	I have tried this strategy and would use it again (%)	I have never used this strategy but am interested in it (%)	This strategy doesn't fit me (%)	Total (%)
1	If the alphabet is different, I practice writing it.	12 (30%)	15 (37.5%)	10 (25%)	3 (7.5%)	100
2	I take class notes in the language.	18 (45%)	16 (40%)	3 (7.5%)	3 (7.5%)	100
3	I get write other notes in the language.	10 (25%)	18 (45%)	6 (15%)	6 (15%)	100
4	I write letters to other people in the language.	15 (37.5%)	10 (25%)	7 (17.5%)	8 (20%)	100
5	I write essays in the language.	27 (67.5%)	10 (25%)	2 (5%)	1 (2.5%)	100

Table 4: The percentage of strategy used in Part A

Based on Table 4 shown above, the majority of the respondents which made up 37.5% chose the "I have tried this strategy and would use it again" in practicing writing the different alphabet that they may have discovered. Meanwhile, the minority of them (7.5%) stated that this strategy did not fit their way of learning writing. It also shows that 45% of the respondents used and preferred the strategy of taking class notes in the English language learning. In the meantime, the minority of 7.5% agreed with both statements, claiming that they have never used this strategy but are interested in trying it as this strategy did not fit their learning style. Table 4 also depicts that most of the respondents (45%) tried writing other notes in the language strategy and would use it again in the future. Meanwhile, 15% of them which is the

minority agreed with both statements that claimed that they have never used this strategy but are keen in doing so and that this strategy did not suit them personally. Besides, a major part of the respondents (37.5%) applied the strategy in writing letters to other people in the language. On the contrary, the minority, which is 17.5% have never utilised this strategy but are still interested to learn about it more.

There are more than half of the respondents (67.5%) employed the strategy of writing essays in the language. On the other hand, the least percentage of 2.5% claimed that this strategy is not suitable for them. Overall, most of the respondents used and like the strategy of writing the essay in the English language that made up 67.5% in Part A.

Part B: What I do to write better?

		Scale & Descriptions				
		1	2	3	4	
No.	Item	I use this strategy and like it (%)	I have tried this strategy and would use it again (%)	I have never used this strategy but am interested in it (%)	This strategy doesn't fit me (%)	Total (%)
1	I plan what I am going to write.	27 (67.5%)	11 (27.5%)	2 (5%)	0	100
2	I use a dictionary or glossary.	12 (30%)	20 (50%)	5 (12.5%)	3 (7.5%)	100
3	I read what I wrote to see if it is good.	31 (77.5%)	9 (22.5%)	0	0	100
4	I ask someone to correct my writing.	21 (52.5%)	13 (32.5%)	3 (7.5%)	3 (7.5%)	100
5	I rewrite what I wrote to make it better.	21 (52.5%)	10 (25%)	7 (17.5%)	2 (5%)	100
6	I use the spell checker on the computer.	10 (25%)	11 (27.5%)	15 (37.5%)	4 (10%)	100
7	I use the grammar checker on the computer.	12 (30%)	12 (30%)	9 (22.5%)	7 (17.5%)	100

Table 5: The percentage of strategy used in Part B

Based on Table 5 shown, more than half of the respondents (67.5%) were inclined towards the planning of what they are going to write strategy. In the meantime, only 2 respondents that made up 5% stated that they were not familiar with the strategy but intrigued in testing it. Also, half of them (50%) stated that they were using a dictionary or glossary to help them write and the smallest percentage of 7.5% felt that this strategy did not cater to them.

The larger part of the respondents that made up a total of 77.5% wrote what they read to see if it is good in writing strategy while the rest of them (22.5%) claimed they have tried this strategy and would utilise it again. Besides, more than half of the 40 respondents preferred asking someone to correct their writing as their strategy. On the other hand, the smallest percentage of 7.5% agreed with both statements where they claimed in never using the strategy but are also interested and that this strategy did not accommodate their learning style.

This table also portrays the majority of the respondents (52.5%) claimed that they used the strategy in rewriting what was written to make it better. However, the fewest respondents (5%) expressed that this strategy did not conform to their learning strategy. Most of the respondents (37.5%) never used the spell checker on their computer strategy but are interested in trying. The smallest percentage of respondents (10%) claimed that this strategy did not match them.

It is also shown that same percentage (30%) is applied to both statements which the respondents "used this strategy and liked it' and 'I have tried this strategy and would use it again' for using the grammar checker on the computer. On the contrary, the minority (17.5%) claimed that the grammar checker strategy did not adhere to them. Overall, in Part B, 77.5% which is the biggest percentage of respondents claimed that they used and liked this strategy: I read what I wrote to see if it is good.

Part C: What I do if I cannot think of a word or phrase I want to write?

		Scale & Descriptions				
		1	2	3	4	
No.	Item	I use this strategy and like it (%)	I have tried this strategy and would use it again (%)	I have never used this strategy but am interested in it (%)	This strategy doesn't fit me (%)	Total (%)
1	I ask someone for the word or phrase I need.	23 (57.5%)	14 (35%)	1 (2.5%)	2 (5%)	100
2	I try to say it a different way.	23 (57.5%)	14 (35%)	1 (2.5%)	2 (5%)	100
3	I use words from my own language.	11 (27.5%)	9 (22.5%)	11 (27.5%)	9 (22.5%)	100
4	I use words from my own language but add new endings to those words.	8 (20%)	10 (25%)	13 (32.5%)	9 (22.5%)	100

Table 6: The percentage of strategy used in Part C

Table 6 shows that more than half of the respondents (57.5%) asked someone for the word or phrase needed when writing while only 1 respondent (2.5%) never used this strategy but is keen on trying. Apart from that, a greater part of the respondents (57.5%) used the strategy of trying to say it (words written) in a different way. Meanwhile, only one respondent (2.5%) never applied this strategy but took an interest in it.

Table 6 also depicts conflicting statements with the same percentage of 27.5%. The first 27.5% liked using the strategy of using words from their own language and the lowest percentage of 22.5% is applied to the respondents that stated they have tried it and would apply it more and a similar percentage (22.5%) supported the 'this strategy does not fit me' statement. Besides, the majority of the respondents (32.5%) stated that they never used the strategy of using words from their own language and adding new endings to those words, but they expressed an interest in this. Meanwhile, the least respondent (20%) did prefer using this strategy to aid their writing process.

Part D: Open-ended questions: Apart from the strategies mentioned above, what is another strategy / way / tool / apps that you use to improve your writing? Please tell me more about your answer (You can write more than one).

The open-ended questions revealed some of the preferred language learning strategies used by secondary school successful learners to excel in writing skill. One of the common strategies applied by the respondents is daily practice where they stated that they practise by messaging their friends in the language, writing a diary, practising writing essays and reading English books. By constant practice in using English in their everyday life, they became more familiar with the language. Additionally, most of the respondents also claimed that they watched English TV shows or movies or listened to English songs and wrote down any new vocabulary that they encountered afterwards. One of them highlighted reading English classical literature and claimed that it "can help build vocabulary skills and learn new ranges of words. It might be challenging to read at first as it is quite hard to understand". Last but not least, the respondents also integrated 21st century learning skills in acquiring better writing skills by using technological advances such as Grammarly app, Google search engine and online books. These digital tools aid in their writing skill and shape them to become excellent writers.

Discussion
The most popular language learning strategies used in enhancing writing skills by secondary school successful learners
The findings revealed the most popular language learning strategies used by secondary school successful learners in writing. The strategy from Part B Item 3, "I read what I wrote to see if it is good" contributed to the highest percentage of 77.5%. Data analysis revealed that 31 respondents preferred reading what they wrote to see if it is good enough as the most popular language learning strategy in writing. Majority of respondents opted for reviewing their work before submitting to make sure the writing is up to their own expectation and make any changes necessary. This strategy increases their work quality and enhances their writing skill. By reading what learners have written, it can help to improve the writer's reference and acquire new knowledge to be added on in their writing as it generates ideas to write and promotes wider imagination before writing (Moses and Mohammad, 2019). According to Rusli et al (2019), learners with a strong foundation in the English

language must be able to self-check their work as part of this particular strategy. Successful secondary school learners who exhibit sufficient competence will be able to recognise and correct their own mistakes independently. Therefore, this strategy increases their work quality and enhances their writing skills.

The result also shows the second most popular language learning strategies which is Part B Item 1 "I plan what I am going to write" (67.5%). A total number of 27 respondents favoured using this strategy in their writing process. In William (2003) writing process model, the second step is planning where it entails thinking about the writer's rhetorical stance, rhetorical purpose, and the text's main goal, as well as how these elements are connected to the information gathered during prewriting. Thus, it is crucial for the learners to carefully plan first before writing. As proven by research conducted by Griffiths and Cansiz (2015), successful learners use many strategies that suit their goals and their situations by carefully organising their thoughts before transferring their points out in writing.

Part A Item 5 "I write essays in the language" also comprises the same percentage (67.5%), making it the third most popular strategy. The finding revealed that 27 respondents choose writing essays in the English Language. Advanced learners may find it is much easier writing essays in the target language and the use of other languages is unnecessary as they have high proficiency in English. Successful learners who often practise English writing implemented language learning strategies more than those who never practiced English writing (Pongsukvajchakul, 2021). All in all, these three strategies; "I read what I wrote to see if it is good", "I plan what I am going to write" and "I write essays in the language" are the most popular language learning strategies employed by the successful learners to help them in writing.

The least popular language learning strategies used in writing skills by secondary school successful learners
The findings analysed also identifies the least popular language learning strategies used by secondary school successful learners in their writing. It shows that the least popular language learning strategy selected by the respondents is from Part C Item 4 "I use words from my own language but add new endings to those words". A total of 8 respondents with the percentage of 20% do not prefer to directly utilise words from their mother tongue and then give them new endings. Robin et al (2021) also mentioned a similar situation to this case that happens in speaking skill whereby the students tend to use their first language by adding vowels and consonants so that they seem like words in the target language. However, successful language learners may find it unnecessary to rely on their first language during writing tasks as they have developed adequate command of English.

The strategy from Part A Item 3, "I get to write other notes in the language", denoted the second lowest percentage of respondents (25%). This revealed that there are 10 respondents who are still reluctant to write notes other than class notes using the target language. Despite their fluency in English, learners usually choose to write notes in a language in which they are more acquainted since it is easier for them to retain the notes (Rusli et al., 2019). Apart from that, strategy from Part B Item 6, "I use the spell checker on the computer" also exhibited the same percentage of respondents (25%). Only a total of 10 respondents do not rely on the spell checker on their computer during writing activities. This is probably due

to the reason that majority of them experience minimal difficulty in recalling their vocabulary as majority of them have developed sufficient vocabulary knowledge. Knowing various vocabulary is vital in English language learning to support writing (Ratnaningsih & Clara, 2021).

It is also revealed that strategy from Part C Item 3, "I use words from my own language" as the third least popular language strategy among the respondents. A total number of 11 respondents (27.5%) still depend on their own home language when they have trouble recalling certain words or phrases when they want to write. Poor stimulation for word retrieval can be related to stress, exhaustion, and attention. By switching to their first language, learners will be able to associate the meanings with the words in the second language as well as to activate their schemata in order to help them with their writing. Besides, they possibly face difficulty in the process of memorising vocabulary in the second language. In fact, learning a new word involves a procedure which consisted of five steps as stated by Kersten (2010): encountering new words; obtaining word form; obtaining word meaning; consolidating word form and meaning in memory; and employing the word.

All the findings showed that "Using words from his/her own language but add new endings to those words", "Getting to write other notes in the language", "Using the spell checker on the computer", and "Using words from his or her own language" are the least popular language learning strategies used in writing by secondary school successful learners. In short, the majority of respondents have acquired adequate vocabulary knowledge as a result of their language learning and thus have a low reliance on their first language when completing writing activities. The same thing applied in the research by Hashim et al. (2018) where the least strategy used by successful learners in improving vocabulary is remembering new words which is through flashcards. The respondents could be taking time constraints as the contributing factors.

Implications and Conclusion
In conclusion, language learning strategy is an imperative element to be taken into consideration for all educators in every single planning for ESL writing lessons. To reiterate, this study explored and identified the most popular and the least popular language learning strategies used in writing by secondary school successful learners. Based on the results derived above, it can be deduced that almost all the items stated in the questionnaire topped the list of students' favourites except using *"using spelling or grammar checker" and "using words in their own language"*. In essence, writing is vital for learners to master writing skill as it brings profound yet long-term benefits not only in scoring flying colour's results in their examinations, but also in improving their chances of getting employed. It is because writing skill is also perceived as part of the communication skill as well as soft skill. With effective input delivered by the English language teachers in schools, it is utmost important for learners to be aware, practise and explore what language learning strategies suit them the most.

The world is changing rapidly, so do language learning strategies. As new inventions and creations are mushrooming, new language learning strategies are yet to be explored. It is recommended that schools should provide electronic tools or gadgets to help students make their skill learnt all the way into their writing activities. This study hopes to shed light on the language learning strategies particularly writing skill to both ESL and EFL teachers. Educators

can contribute a little bit more by acknowledging as well as identifying all learner's strengths and weaknesses in their lessons. It will then help teachers identify what the most language learners' strategies are for their learners. Different learners need various language learning strategies to grasp the skill of writing, according to what strategies that suit them the most. Not to forget, it is significant that students practise the skill in their daily routines such as texting messages and reading books. On a closing note, this study provides some meaningful insights to the topic of language learning strategies used, specifically in writing skill among successful learners which could shed some light on the betterment of English language teaching and learning.

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