The use of grammar learning strategies by law students in writing opinion text

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ABSTRACT

Writing is a big problem for law students because of the lack of grammar mastery, limited interactions during the pandemic, and lack of motivation. This study aims to fill the need for investigations about social and affective strategies, part of grammar learning strategies, in writing opinion texts by law students during the pandemic. This study used a mix-method. The respondents were 245 first-year law students at the University of Muhammadiyah Malang. Data collection used inventory and open-ended questions. The results showed that the affective strategy average was 3.30 (medium), while the social strategy was 3.50 (high). The correlation between all social and affective strategies tends to be high, 0.73990. However, the correlation of each strategy in it varies, ranging from very weak to very strong. Even though there are limited interactions, they still use social strategies to overcome the problems of implementing grammar in writing. The dominant social strategy is using corrective feedback on writing by lecturers and other students and learning from people who are more proficient in grammar. On the other hand, the significant affective strategy was trying to relax when having problems understanding grammar and motivating to master grammar. These findings have pedagogical implications for grammar learning strategies in writing to law.

Keywords: grammar learning strategies, language skill, law, opinion text, writing

INTRODUCTION

Language skills highly required in written and spoken communication include writing, reading, listening, and speaking. Previous studies showed that writing competence is the focus of multiliteracy-based Indonesian learning that emphasizes using various sources for writing (Prihatini & Sugiarti, 2021). However, writing is the most difficult among the four language skills because it requires complex competencies (Muñoz, 2010). Learning to write becomes difficult because of students' challenges in learning writing skills. Students must improve their writing skills from school to college (Prihatini et al., 2022).

Moreover, writing is a complex linguistic process and requires a good knowledge of grammar (Prihatini et al., 2023). Students face a lack of vocabulary, poor grammar, poor spelling, student readiness, and lack of literacy in books and reading materials (Muñoz, 2010). In cognitive process theory, writing influences students' planning, organizing, writing, and revision processes (Moses & Mohamad, 2019). Therefore, writing must be done in solid steps to improve writing composition, even if the focus is grammar development (Cheung et al., 2021).

Writing skills are needed in the legal field (Butler, 2012; Knight et al., 2018; Shultz & Zedeck, 2011) because writing is at the heart of academics and practical in law (Griffiths, 2021). Furthermore, based on the results of a survey of 24,000 lawyers in various countries conducted by Educating Tomorrow's Lawyers (ETL), the results show that professional competencies—such as listening, speaking, writing—and character—such as integrity, honesty, conscientiousness, logic, are far more critical than a doctrinal analysis that emphasized by schools and standards in law (Gerkman & Cornett, 2016). Thus, the ability to write is one of the determining factors for the success of the legal profession (Marks & Moss, 2016)because writing skills are needed to meet legal and professional standards (Gerkman & Cornett, 2016).

However, writing has become the biggest problem for students and practitioners in law (Nowak, 2021; Saian & Zakuan, 2017). This problem is because they are unsure how to begin writing or what to write about (Saian & Zakuan, 2017). Students lack an appropriate grasp of fundamental writing abilities (Nowak, 2021). So, they view writing as challenging (Saian & Zakuan, 2017). Previous research has found

that new lawyers are less competent in writing, so law schools need to improve the curriculum in the field of writing (Clark, 1993; Kosse & ButleRitchie, 2003). This lack of competence can be seen in his writing which is rambling, unfocused, incomplete, unclear, and disorganized (Kosse & ButleRitchie, 2003).

Based on the interviews and initial observations, the first-year students of the Faculty of Law, University of Muhammadiyah Malang, experienced the same problem in writing mass media opinions. Opinion text conveys opinions, assessments, and suggestions on actual phenomena that occur in society, accompanied by facts, data, and logical arguments (Rahman, 2017). An opinion text is structured with positioning about a topic (thesis), supporting reasons and explanations (arguments), and a conclusion (synthesis/reiteration) (Rahman, 2017; Sebastião, 2019). The thesis contains a statement of the topic and phenomenon to be discussed. Argumentation contains the author's opinions on the phenomenon discussed, so it needs to be accompanied by relevant facts and data to add value to the objectivity of opinions. Synthesis/reiteration contains a reaffirmation of opinions that have been conveyed and also suggestions for phenomena that occur (Rahman, 2017). Based on the structure of the opinion text, students write critical arguments based on data, facts, legal documents, theories, and relevant research results. Difficulties occur from aspects of grammar, delivery of critical statements, and preparing logical ideas by utilizing various information obtained.

Previous research found that the students had quite complex writing problems due to a lack of mastery of grammar (Boonyarattanasoontorn, 2017; Myhill et al., 2012). Grammar is an essential element that must be mastered by every language learner (Ismail & Dedi, 2021). In this study, language learners are students of the Faculty of Law studying Indonesian courses. Moreover, the Covid-19 pandemic occurred, so the problem of mastery of grammar became more complex due to the emerging learning obstacles. Students of the Faculty of Law, University of Muhammadiyah Malang, experience difficulties in mastering grammar due to limited interaction with lecturers and fellow students and lack of motivation.

This problem affects student learning strategies to improve their competence (Tse, 2011) in writing. The application of grammar learning strategies is not only used to master grammar but also to overcome the problem (Ismail & Dedi, 2021). Thus, students can control the arrangement of grammatical structures in writing.

Each learner has a way of managing and utilizing their skills to achieve the target of mastery of grammar effectively and efficiently (Harya, 2017; Tse, 2011). Moreover, the strategy used is actions, behaviors, and specific tricks or techniques (Oxford et al., 2007) to improve their writing (Bai et al., 2014). Thus, students can choose the appropriate strategy to organize ideas and apply grammar in writing well.

Previous studies have discussed grammar learning strategies to overcome writing difficulties (Boonyarattanasoontorn, 2017; Geist, 2017; Hanaoka & Izumi, 2012). Grammar learning strategies were also investigated for their effects on grammatical competence in writing activities (Jones et al., 2013; Myhill et al., 2012; Sanavi & Nemati, 2014). The integration of grammar in learning to write is very beneficial for students' writing skills(Jones et al., 2013); mainly, it significantly affects students with high writing competence (Myhill et al., 2012).

In particular, other studies examine writing skills in law, mastery of grammar (Alaka, 2010), and writing and critical thinking skills (Bowman, 2013; Broodryk, 2015; Butler, 2012). The study found that the grammar mastery of law students was still low, so it impacted their writing skills (Alaka, 2010). The issue was resolved by collaborative writing (Bowman, 2013)and an intensive writing program (Broodryk, 2015), but the grammatical barrier is still not entirely resolved (Bowman, 2013).

Almost none of the previous research focused on identifying grammatical problems in writing law students based on types of grammar learning strategies, especially affective and social strategies. However, law students urgently need to overcome writing problems using appropriate and adaptive social and affective strategies. Moreover, this pandemic period changes students' social and affective interaction patterns. Thus, it is crucial to investigate social and affective strategies in writing to identify how grammar learning can be well supported (Pawlak, 2018) with that strategy. Moreover, Law students not only learn to write but also write in the field of law (Broodryk, 2015).

Moreover, writing skills still need much attention from researchers because it takes learners to achieve language competence (Prihatini, 2023). So, this study aims to fill the need for investigations about the types of social and affective strategies and the correlation between the two strategies for students of the Faculty of Law UMM when writing during the Covid-19 pandemic, as well as their pedagogical implications in learning to write at the Faculty of Law. Thus, a description of the preference for grammar

learning strategies of the Faculty of Law UMM students was obtained for mastering grammar and overcoming problems that occur in the writing process. Furthermore, research findings contribute to determining and managing social and affective strategies that are adaptive to the conditions of the Covid-19 pandemic. Thus, the Faculty of Law students can apply grammar in the writing process well.

METHOD

This study uses a mix-method because it analyzes data quantitatively and qualitatively to produce more meaningful findings (Creswell, 2015). Previous studies suggest that quantitative research methods must be triangulated with qualitative research methods to increase the overall validity of writing strategy research (Bai et al., 2014). Therefore, quantitative analysis was carried out on the affective and social strategies inventory data. On the other hand, qualitative analysis identifies recurring themes in response to open-ended questions to describe the strategy's effect (Pawlak, 2013).

The respondents were 245 students aged 18-21 years from a population of 509 students of the Faculty of Law UMM class of 2021/2022. The study determines respondents by using a purposive sampling technique based on several criteria: (1) the position of Indonesian as a first or second language, (2) currently taking Indonesian Language courses, (3) does not have a language disorder, and (4) is an Indonesian citizen. Based on this, the demographic information of the respondents in this study is presented as follows.

Table 1. Demographic Information of Respondents

Respondent Demographic Information		Amount	Percentage
1. Gender	-Man	112	45.7
	- Woman	133	54.3
2. Age	-17	3	1.2
	-18	84	34.2
	-19	98	40.0
	-20	37	15.1
	-21	23	9.3
3. Position of Indonesian Language	- First language	141	57.5
	- Second language	104	42.4

Table 1 shows that respondents have sufficient equality or balance in numbers based on gender, age, and position in acquiring Indonesian. The respondent's profile is expected to contribute to producing representative research findings.

The respondents attended an Bahasa Indonesia course. In this course, the Faculty of Law students are targeted to master writing opinion texts on topics discussed in society, especially law topics. The writing skill target is listed in the semester lesson plan. In this course, lecturers first explain material about concepts, characteristics, structures, and linguistic aspects in opinion texts. Then every student writes opinion texts using logical, systematic, and critical Indonesian. Opinion texts are written in a maximum of 800 words. According to Adam, the structure of opinion texts includes an introduction (thesis), discussion (arguments), and closing (synthesis) (Sebastião, 2019). In the introduction, students write down the phenomena in society discussed. In the discussion section, students write critical opinions on the phenomenon that can be corroborated with relevant theories, laws, and facts. In the closing part, students write conclusions and suggestions for the phenomenon. In this writing, students must use strategies to apply appropriate grammar to deliver their opinions logically and critically.

According to the writing opinion text, students fill out an inventory to identify grammar learning strategies for writing opinion texts. Furthermore, the data were collected using an inventory of grammar-learning strategies adapted from Pawlak (2018). The inventory is translated into Indonesian and then presented in a Google Form. There are two parts in the inventory, namely (1) social strategies involving collaboration or interaction with teachers, proficient target language users, or other students, which aim to improve the learning process of grammar, and (2) affective strategies to regulate emotions and self-motivation when learning target grammar (Pawlak, 2018). In addition, data were also collected with open-ended questions to obtain detailed information about social and affective strategies in each stage of writing, namely (1) writing preparation in terms of grammar, (2) grammatical arrangement in the writing process, (3) elaboration of grammatical problems during writing, (4) the most crucial thing in writing.

First, the validity of the inventory is measured by the Pearson Product Moment, while the Cronbach Alpha Value measures the reliability. The result is that the validity of the social strategy inventory is 3.84 and the affective is 3.52, while the reliability of the social strategy inventory is 0.76 and the affective strategy is 0.76. The validity of the inventory instrument was proven valid because the validity value exceeded the r-table value of 0.138. Meanwhile, the reliability value has also exceeded the critical point of the Cronbach Alpha Value of 0.600, so it is classified as very reliable and ready for data collection.

Inventory data is processed using statistics to interpret the following mean values (Oxford, 1990).

Table 2. Average Interpretation of Affective and Social Strategies

Average value	Interpretation
3.5-5.0	High
2.5-3.4	Moderate
1.0-2.4	Low

After that, the results of the inventory score were measured for their correlation with the Pearson Product Moment. Finally, the correlation was determined based on the value of the correlation coefficient to assess the strength of the relationship between social and affective strategies for students of the Faculty of Law in writing. The interpretation of the correlation between social and affective strategies is presented as follows.

Table 3. Interpretation of Affective and Social Strategy Correlation

Correlation Value	Interpretation	Colour Indicator
0.80 – 1.0	Very strong	
0.60 – 0.79	Strong	
0.40 – 0.59	Currently	
0.20 – 0.39	Weak	
0 – 0.19	Very weak	

Furthermore, this study analyzed students' answers to open-ended questions based on the patterns of social and affective strategies used in writing. Specific strategies that students dominantly use are interpreted in more depth, as well as strategies that are rarely used. Thus, the results of the open-ended question help describe the tendencies of social and affective strategies used by law students so that research findings can be defined and presented based on the objectives of this study.

The following section describes the research findings on the types of social and affective strategies, their correlations, and their pedagogical implications in learning to write in law.

RESULTS AND DISCUSSION
Results

The results of the inventory of affective and social strategies are presented in Table 4.

Table 4. Results of Inventory of Affective and Social Strategies in Writing for Students

Grammar Learning Strategies in Writing	N	Min	Max	mean	Category
Affective Strategy					
1. I try to relax when I have problems understanding or using grammatical structures.	245	1	5	3.70	High
2. I encourage myself to practice grammar when I find it difficult to understand grammatical structures.	245	1	5	3.65	High
3. I tried to use the grammatical structure, although I'm not sure it's correct.	245	1	5	3.55	High
4. I reward myself when I do well on a grammar test.	245	1	5	2.95	Moderate
5. I tell others how I feel when I learn grammar.	245	1	5	2.87	Moderate

Grammar Learning Strategies in Writing	N	Min	Max	mean	Category
6. I keep a notebook for Indonesian lessons containing my comments on the grammar I have learned.	245	1	5	3.07	Moderate
Average				3.30	Moderate
Social Strategy					
1. I ask the teacher to repeat or explain a grammatical point if I do not understand.	245	1	5	3.15	Moderate
2. I ask a teacher or more advanced student to help me learn the grammatical structure I am studying.	245	1	5	3.40	High
3. I like to be corrected when I make mistakes using grammatical structures.	245	1	5	3.75	High
4. I practice grammar structures with other students.	245	1	5	3.43	High
5. I try to help others when they have problems understanding or using grammar.	245	1	5	3.75	High
Average				3.50	High

Table 4 shows that the average use of affective strategies in writing is moderate, while the average use of social strategies is high. The most widely used strategies are social strategy 5, which is helping others when they have problems with grammar (3,75), and social strategy 3, which is correcting errors in the use of grammatical structures. In the following order, affective strategy 1, which is trying to relax if students have grammatical problems, got an average of 3.70, and affective strategy 2, which is encouraging themselves to practice grammar if students have grammar difficulties, amounted to 3.65.

However, the least used strategy was to convey feelings when learning grammar and to give a reward for success on a grammar test. Based on the results of the open-ended question, law students said that self-reward was not how they usually do in learning grammar, while conveying feelings was not very important for them because they focused on finding solutions to grammatical problems.

Table 5. Correlation of Affective Strategies in Writing to Students

Affective Strategy	Affective 1	Affective 2	Affective 3	Affective 4	Affective 5	Affective 6
Affective (all)	0.6379	0.732323	0.63154	0.64962	0.72048	0.70300
Affective 1		0.536808	0.52168	0.12136	0.24333	0.30247
Affective 2			0.50114	0.25269	0.36914	0.43538
Affective 3				0.22172	0.23942	0.21324
Affective 4					0.50111	0.38689
Affective 5						0.49003
Affective 6						

Table 5 illustrates that the collaboration of all affective strategies with one strategy produces a strong correlation with a correlation coefficient of 0.60-079. However, the correlation between the two affective strategies is generally moderate and weak. These findings indicate that using all affective strategies is much more meaningful to students' emotional management and self-motivation when writing than the two affective strategies alone. In an open-ended question, students explained that during this pandemic, they need to rely on themselves to overcome grammatical problems in writing. Students must be independent and solve their problems, so intrinsic motivation becomes a critical capital to adapt to this condition. The findings also corroborate the results of the open-ended question expressed by students.

> *My strategy for writing opinion texts is to follow the lecturer's direction. However, there are indeed obstacles that I experience, such as what kind of grammar problems are suitable to convey*

the ideas I want to convey. For example, what kind of words and sentences are suitable to show pro or con opinions to the phenomenon. Therefore, I tried to overcome the problem independently because I felt I had to manage my learning during this pandemic. So, I learned again about grammar, precisely words and sentences, which correspond to the characteristics of opinion texts. Even so, I still need to share with other friends to remind each other so they can be skilled in writing opinion texts.

The data shows that grammar problems experienced by students are overcome independently through independent learning and paying attention to explanations from lecturers. The student showed his awareness of the importance of writing opinion texts, so he tried to motivate himself to make these efforts. In addition, students also communicate with lecturers and other friends as a strategy to overcome grammatical problems they experience in writing opinion texts.

Table 6. Correlation of Social Strategies in Writing to Students

Social Strategy	Social 1	Social 2	Social 3	Social 4	Social 5
Social (all)	0.75224	0.81988	0.74065	0.70897	0.69558
Social 1		0.65487	0.39548	0.35633	0.352587
Social 2			0.51289	0.43406	0.434420
Social 3				0.41894	0.430309
Social 4					0.422728
Social 5					

Table 6 shows that the correlation tends to be strong if all social strategies collaborate (0.69558-0.75224). The strongest correlation occurred between social and social strategies 2, i.e., asking more advanced teachers or students to help students learn grammatical structures (0.81988). Social strategy 2 also produces a strong correlation if it is collaborated with social strategy 1, asking the teacher to repeat or explain grammar that is not understood. However, social strategy 1 produces a weak correlation if it is associated with social strategies 3, 4, and 5. Meanwhile, the relationship between strategies 3, 4, and 5 subsequently produces a moderate correlation.

Data derived from the open-ended questions support these findings as follows.

In the Indonesian course, we got the task of writing opinion texts. However, the task was quite difficult for me. The difficulty was due to my lack of understanding of grammar that fit the opinion text. This problem can be solved during the pandemic by asking for more understanding friends. In addition, the explanation from the lecturer is also beneficial for me.

Law students said that during this pandemic, they were required to be independent in learning. However, grammatical problems often arise in the writing process amid limited interaction with other lecturers and students. Therefore, they consider the explanation from the lecturer very useful in improving the understanding and application of grammar in writing, such as using effective sentences. In addition, they chose to ask more advanced students if they had difficulty understanding grammar.

Table 7. Correlation of Affective and Social Strategies in Writing for Students

Strategy	Social (all)	Social 1	Social 2	Social 3	Social 4	Social 5
Affective (all)	0.73990	0.48042	0.57236	0.54161	0.57102	0.59558
Affective 1	0.52657	0.28771	0.39982	0.47762	0.39058	0.41168
Affective 2	0.64108	0.40192	0.52191	0.53339	0.45542	0.47788
Affective 3	0.48593	0.26648	0.40429	0.39157	0.35359	0.40144
Affective 4	0.36061	0.24306	0.25942	0.17277	0.33032	0.34308
Affective 5	0.46508	0.37197	0.36879	0.27235	0.39718	0.31550
Affective 6	0.57674	0.39624	0.41820	0.42648	0.4127	0.50081

Table 7 shows that the correlation between all affective and social strategies tends to be strong (0.73990). The relationship between all social strategies and affective strategy 2 is also strong (0.64108). In addition to these two correlations, the relationship between social and affective strategies is moderate and weak. The relationship between social strategy 3 and affective 4 is very weak. These findings reinforce that Law students cannot use only two strategies to complete their writing assignments. In this pandemic, they must use all social and affective strategies to achieve learning goals in writing opinion texts. The findings were also corroborated by the results of open-ended questions expressed by students as follows.

> *"The lecturer has explained the task of writing this opinion text. However, when writing, I was confused in expressing ideas in writing. There are various causes, yes. Especially during this pandemic, we cannot communicate directly for discussions or work on tasks together. Fortunately, there is social media to ask friends who already understand better. We can also ask the lecturer to give us such directions. Sharing with friends and lecturers made me more understanding and motivated to finish writing opinion texts. Otherwise, yes, male and confused yourself."*

The data shows that students claim that communication with lecturers and other students makes them better understand how to write opinion texts. In addition, communication can also increase his motivation to write opinion texts. These efforts were made to overcome the confusion and laziness experienced. Thus, it can be concluded that students use social and affective strategies in an integrated manner to overcome problems in writing opinion texts.

Discussion

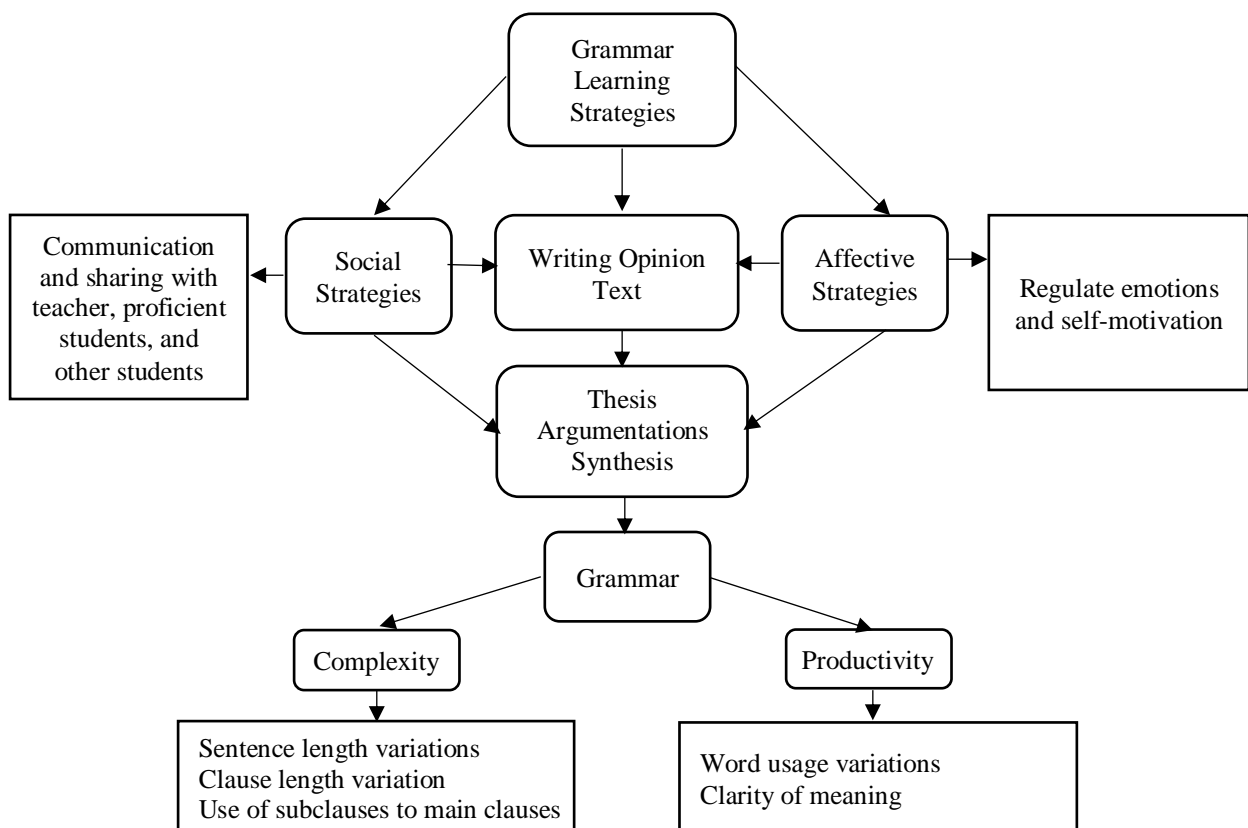The research findings based on inventory and open-ended questions are visualized as follows.

Figure 1. Grammar Learning Strategies Used by Law Students in Writing Opinion Text (adopted from Pawlak, 2018; Fellner & Apple, 2019; Moses & Mohamad, 2019)

Figure 1 shows research findings that students write opinion texts to be able to express opinions on legal phenomena that occur by following the structure of opinion texts, namely theses, argumentations, and synthesis. Students consider grammar to express their opinions. Therefore, they use grammar learning strategies, namely social and affective strategies. Affective strategies are used by communicating and sharing with lecturers, more proficient students, and others. This communication can make students better understand how to write opinion texts. Communication can also help students overcome grammatical problems in writing opinion texts. The findings are consistent with previous research that the grammar learning strategy inventory is a good measure of strategic learning (Pawlak, 2018). Students use social strategies by working with peers to understand better when target language features are used. Affective strategies are done by pushing themselves to persevere in the face of grammatical obstacles in writing (Pawlak, 2018).

The grammar includes complexity and productivity. Complexity involves syntactic units based on (1) the length of clauses and sentences, (2) the relationships between clauses, and (3) the elaboration of individual clauses (Moses & Mohamad, 2019). Productivity includes fluency and lexical diversity. Fellner and Apple define fluency as some word variation whose meaning is easy to understand (Fellner & Apple, 2019; Moses & Mohamad, 2019). Based on research findings from inventory results and open-ended questions, students try to apply aspects of complexity and productivity in opinion texts. Students apply complexity by compiling sentences in each opinion text structure so that messages and opinions are conveyed. Students apply productivity by selecting appropriate vocabulary so that the meaning explained is easy to understand and follows the context explained. Furthermore, an obstacle experienced by students is choosing vocabulary following legal topics because it requires theoretical understanding. Obstacles are also experienced in constructing sentences representing the pros and cons of the legal topics discussed.

Therefore, these obstacles are overcome by students utilizing affective and social strategies in an integrated manner to complete the task of writing opinion texts. With these two strategies, students claim to have alternative solutions that can be applied to produce more quality writing. In addition, students consider these two strategies also able to encourage motivation and self-awareness to master the competence of writing opinion texts. The discussion of this research is explained in more detail as follows.

Affective Strategy and Social in Writing for Students

Social strategies are mainly carried out by Law Faculty students in the writing process during this pandemic. Even though there are limited interactions, they still use social strategies to overcome the problems of implementing grammar in writing. Based on the results of the open-ended question, they interacted virtually by discussing with other students, practicing grammar together, and asking more advanced students to help. Interaction with lecturers is done with virtual rooms and short messages. This finding relates to previous research, which found that social strategies require much effort from the language learner but contribute significantly to language learning (Platsidou & Kantaridou, 2014). So that students must always be motivated to interact with other students and their teachers (Drakhshan & Hasanabbasi, 2015). In this digital era, social media has proven to be widely used in developing writing skills (Prihatini et al., 2023).

Moreover, students need to adjust the style of good interaction in online and offline communication. These social communication networks are essential in encouraging second language learning (Drakhshan & Hasanabbasi, 2015; Pawlak, 2013, 2018). Thus, these activities socially construct writing skills (Myhill et al., 2012).

Meanwhile, affective strategies play a role in self-relaxation when experiencing grammatical problems. Especially during this pandemic, students cannot directly convey their concerns during virtual learning or when face-to-face learning is limited. This finding aligns with previous research that the most frequently used social-affective strategy is to try to enjoy the writing process and convince themselves not to worry while writing. This strategy can help students cope with writing stress because writing is the most complex communication task (Bai et al., 2014; Myhill et al., 2012; Pawlak, 2013, 2018).

Before finding solutions, they motivated themselves to overcome grammar problems by learning and practicing applying grammar in writing. These findings are related to previous research, proving that students motivated to use learning strategies and perform problem-solving to maximize their

potential will face these challenges and difficulties to perform better. Students made these efforts by optimizing the material review, summarizing the main concepts and ideas, encouraging themselves, and seeking help when writing (Troia et al., 2012). Thus, motivation must be integral to an effective literacy program (Marchand-Martella et al., 2013), especially in writing activities.

Based on their use, social strategies have a higher average than affective strategies. However, the difference is not significant. The findings show that these two strategies have an essential role in the writing process of law students during this pandemic. The reason is that writing is a complex cognitive, social, and linguistic process (Myhill et al., 2012) that requires knowledge, skills, writing strategies, and self-motivation management (Hidi & Boscolo, 2006). Therefore, affective and social strategies are very relevant to this process because writing involves an active mental process (Hanaoka & Izumi, 2012) that must be supported by discussion, consultation, and self-motivation (Pawlak, 2013, 2018). Furthermore, students understand and apply grammar in writing to become more motivated to learn grammar rules (Alaka, 2010)by utilizing intuition, knowledge, common sense, and paraphrasing to produce better writing (Geist, 2017).

Thus, strengthening the social and affective strategies can increase students' self-confidence and participation in learning to write. Previous research found that more competent students can significantly impact writing strategies (Myhill et al., 2012) because high-achieving students can utilize various strategies to achieve the targeted competencies (Harya, 2017). In addition, they are more active and better equipped to manage learning independently (Wong & Nunan, 2011). On the other hand, students who have high confidence in their writing skills, enjoy the writing process, and focus on the quality of writing are more likely to succeed in later grades than grade-oriented students only (MacArthur & Philippakos, 2013). So, the motivation to achieve student learning outcomes is crucial in determining the usefulness of these social and affective strategies in writing.

Correlation of Social and Affective Strategies in Writing for Students

This study found that affective and social strategies have a strong correlation. In other words, collaboration with all strategies is essential to support students in writing assignments. This finding is consistent with previous research, which states that language learning strategies eclectically incorporate all theoretical traditions and view learners as cognitively active individuals. It happens in a social environment according to individual characteristics (Griffiths, 2020). Students can use strategies that usually aim to improve their performance (Cohen & Henry, 2019) by organizing and using specific skills to learn content or complete other tasks more effectively and efficiently (Harya, 2017).

The research findings also show that a robust correlation occurs when all affective strategies are used. Thus, all essential affective strategies are used to fulfill communication tasks in writing, especially in applying grammar in writing. In particular, the correlation is highest if affective strategy 2 is highlighted; namely, Law students motivate themselves to master grammar that is not yet understood. These findings indicate the importance of intrinsic motivation in students and self-efficacy in general. Students will be motivated to perform well because they anticipate their efforts will impact results (Troia et al., 2012) by encouraging themselves and realizing the potential to carry out writing assignments (Pawlak, 2013, 2018).

Social strategy 2 has a strong if not very strong, correlation effect. In other words, the role of the lecturer as a facilitator in learning is significant. Lecturers must provide material reinforcement and grammatical applications in writing in detail and relevant to the purpose of writing. Lecturers can emphasize spelling and grammar by marking students' writing during writing lessons (Bai et al., 2014). Moreover, Law students must be skilled in writing to express facts and critical arguments to achieve the expected goals (Gerkman & Cornett, 2016).

This study found a strong and robust correlation when collaborating all social strategies. So, all social strategies are closely related. However, the correlation becomes moderate or weak if students focus on only two social strategies, except for social strategy 2. This finding was caused by limited interaction during the pandemic, so students needed to utilize all social strategies to improve grammar mastery in writing. Previous research found that social interaction facilitates students to share their ideas and allows students to use online media to grow their learning skills (Drakhshan & Hasanabbasi, 2015).

The pandemic creates uncertain conditions in learning. Covid-19 has put language instructors and learners in a dilemma where blended or online learning is essential(Lateh et al., 2020). Moreover, students are more comfortable studying with teachers than with independent learning

(Boonyarattanasoontorn, 2017). The conditions of the spread of Covid-19 also determine limited online or offline learning. They claimed to be stressed and experienced a decrease in learning motivation. Moreover, the opinions of the mass media they write require adequate mastery of grammar. Therefore, Law students overcome these problems by increasing the role of social interaction in learning, motivating themselves, and managing emotions.

Social strategy 3, namely using corrective feedback, is crucial. The usage rate is also high among Law students. These results strengthen the findings of previous studies that the contribution of grammar-correcting strategies in writing is relatively high (Sanavi & Nemati, 2014; Teng & Zhang, 2016). With error correction, students can improve and produce more accurate text so that they contribute positively to the achievement of writing competence (Shintani & Ellis, 2013)in several ways: reformulation of language structure (Hanaoka & Izumi, 2012), listening carefully to feedback from teachers about grammar and paying attention and correcting grammatical errors independently (Pawlak, 2018). Despite the pandemic, corrective feedback is still needed, both by lecturers and students. How to provide feedback can also be done by giving comments orally or in writing.

However, this study found that the correlation level of these corrective feedback strategies varied, ranging from very weak to vigorous. This corrective feedback can identify language deficiencies and errors in opinion texts. In some studies, students prefer corrective feedback from teachers, but they still show positive affective concern for corrective feedback from students (Baierschmidt, 2012). These findings differ from the research by Elfiyanto & Fukazawa (2021), which states that corrective feedback from students is more effective in helping to improve the writing quality of Indonesian students. To conclude, peer review and teacher review are equally crucial for Law Faculty students in improving writing. Notes, reviews, and inputs are effective, concrete (Elfiyanto & Fukazawa, 2021; Griffiths, 2021), sufficient, quality, detailed, and concise (Knight et al., 2018) so that students can easily understand the input and revise their writing. This study found that students needed concrete feedback in inputting what grammatical structures were wrong and how to repair them. In addition, Law students mentioned that corrective feedback is required as input on the content and law context surrounding it.

Pedagogical Implications of Social and Affective Strategies in the Application of Grammar in Writing

Based on these findings, the chosen language learning strategy affects learning effectiveness and contributes to the mastery of the target language outside the learning context (Wong & Nunan, 2011). Therefore, students must be taught writing strategies to better prepare for the assessment (Boonyarattanasoontorn, 2017). Thus, the rules of the language can be mastered by using these learning strategies (Griffiths, 2013; Pawlak, 2013) consciously and purposefully (Butler, 2012).

However, the social and affective strategies students use need to be related to the purpose of writing and their scientific field, namely law, because law students learn to write in the area of law (Broodryk, 2015). Previous research suggests that language is a cognitive tool for studying law and a sociocultural for communicating ideas about the law (Butler, 2012). Writing in the field of law is effective if the writer can communicate wholly and precisely through careful word selection and the use of only relevant information (Broodryk, 2015).

Based on the open-ended question, law students said that using words and sentences became an obstacle in writing opinion texts.

> *The most challenging thing in using grammar in writing opinion texts is the selection of vocabulary. I was at a loss to choose the appropriate vocabulary to corroborate our opinion. Even if I have found the vocabulary, I am still confused about arranging it in appropriate sentences.*

In this regard, previous research has found several solutions to overcome grammatical problems in opinion writing: (1) make one point per sentence using simple and complex sentences; (2) avoid long and multi-clause sentences; (3) avoiding nominalization (the practice of changing short verbs to longer nouns); (4) keep subject and verb, and verb and object, undivided - without phrasing; (5) use consistent words and expressions without changing words for variety; (6) use consistent parallel words such as "first" and "second"; (7) use adequate punctuation as "signs" to communicate effectively (Butler, 2012) (8) make good use of the structure of the language, (9) use language persuasively and appropriately (Griffiths, 2021).

In addition, problems occur in expressing critical ideas to the collection of facts presented. The emergence of essential ideas becomes difficult because of the limitations of students in managing and analyzing information from various sources. In addition, students experience difficulties in expressing critical ideas with logical sentences and attracting the reader's interest. Therefore, teaching grammar must be relevant to writing to positively increase students' competence in writing (Jones et al., 2013). Thus, previous research claims that writing in law needs to be more specific in introducing students to the practice of social justice, which can help students begin to realize the importance of writing and research in the law field (Edwards & Vance, 2001). In addition, learning to write in the field of law needs to increase declarative and procedural knowledge to assist students in expressing ideas in law clearly and precisely (Butler, 2012). Thus, law students can overcome these problems by researching information from various sources and conducting gap analyses based on relevant laws. Therefore, students can provide critical ideas in their opinion texts.

On the other hand, law students' efforts in writing must consider their educational background (Alaka, 2010). Previous research has found that writing in law helps understand a collection of facts. In addition, argument framing is done to assimilate information in a certain way so that there is a thought map based on the purpose of the writing (Thomas, 2019). Thus, students must practice producing text containing facts, data, and critical-logical arguments. Therefore, most lecturers agree that Law Faculty students must master several minimum competencies before they can practice in the world of work, namely writing, communication, critical thinking, problem-solving, legal analysis, and legal research (Noble-allgire, 2002).

Law students can make several efforts in opinion writing, as follows. (1) Scope: choosing a topic or problem that is general and broad in the area; (2) Time: select a topic that is possible to write according to the specified deadline; (3) Difficulty level: choose an issue with a difficulty level that is accessible to students (not too tricky) but still challenging for students; (4) Research: reviewing the results of the previous study through gap analysis and conducting research independently by determining the problem and number of objectives that need to be found and analyzed; (5) Type of Analysis: focuses on the factual component rather than raising purely legal issues; (6) Recommendations: write an objective memorandum on the topic of writing rather than other persuasive sentences; (7) Confidentiality: pattern aggregate facts if confidentiality concerns prohibit students from using specific points from a client situation (Bowman, 2013); (8) Reference: use a variety of sources well; (9) Writing Presentation: writing critically and presenting writing that is coherent, thoughtful, and focused (Griffiths, 2021); (10) Write in a way that meets law and professional standards (Gerkman & Cornett, 2016).

CONCLUSION

Based on the research findings, it can be concluded that both affective and social strategies have a role in writing opinion texts for Law students. It is due to the strong correlation between the two strategies. However, the average use of social strategies is higher than affective strategies, but the difference is insignificant. In other words, this pandemic requires students to utilize affective and social integrative strategies to overcome the problem of using grammar in opinion texts. The characteristics of grammar in the legal field are unique compared to other areas of science. Grammar consists of selecting vocabulary and sentences to deliver ideas based on legal phenomena that occur in society. However, law students need to master the grammatical aspect and the strategy of delivering facts and critical arguments that support the purpose of writing. Therefore, This finding has pedagogical implications for grammar learning strategies in law, especially writing. In addition, the design of writing learning needs to be adapted to legal scholarship.

However, this study has limitations in identifying opinion texts generated by students. Therefore, further researchers are advised to examine the effect of social and affective strategies on the quality of the writing produced based on the accuracy of linguistic elements. In addition, the differences in writing between students who are more and less advanced also need to be investigated based on the strategies used.

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