

THE EFFECTIVENESS OF PRACTICE GENRE BASED APPROACH (PGBA) IN ENHANCING STUDENTS' ESSAY WRITING

Harpiansi

harpiansi@gmail.com

Abstract

The purpose of the study was to determine whether the ability of the fourth semester students of accounting program of Politeknik Sekayu in writing English essays through Process Genre-Based Approach (PGBA) increase. The design of this experiment method research was pre-experimental-one group pretest posttest. The population was semester IV students in the academic year 2022/2023. Total sampling technique was applied. Data collection techniques were carried out using pre-test and post-test. The treatment was carried out 6 times. The results showed that the posttest average score was higher than the pretest average. This means that Process Genre-Based Approach (PGBA) is effective in enhancing students essay writing. The results of this study were very useful for: (1) students to improve their essay writing skills; (2) lecturers to add an approach to learning to write essays through PGBA

Keywords: essay writing. PGBA, proficiency

INTRODUCTION

English writing is important for EFL (English as a Foreign Language) university students.(Jabali, 2018). In an academic context, writing has been the most important skill for students to master. (Fareed et al., 2016); (Tseng, 2019). Therefore, enhancing writing ability for the students is the main purpose in education(Alighe-khazraji, 2019). For students to develop their writing propensity, they are expected to construct a good writing (Ceylan, 2019). Furthermore, knowing how to manage, discipline writing performance, evaluate the composition, and present readers consciousness (Bakry & Alsamadani, 2015) have also been the vital aspect for composing good writing.

Even though the writing is important for college students, they found difficulties in the aspect of (1) structural, (2) grammatical, (3) mechanical, and (4) vocabulary (Ariyanti & Fitriana, 2017); (Sabarun, 2018); (Toba et al., 2019). In other studies, writing difficulties are also affected by learning process and strategy

while writing (Bakry & Alsamadani, 2015). Consequently, they could not construct writing essays.

Academic writing is different from creative writing such as procedural, novels and short stories, or other personal writing which is categorized as informal (Oshima, 1998). Academic writing has rules such as formality, systematic structure and in a formal language and has logical organization (Bailey, 2015) in (Afriana, 2017) stated that academic writing must be objective and accurate. Thus, students must at least have this ability to achieve formal writing. As one of academic writing, the essay has still become the most popular type of project (Geyte, 2013).. The primary elements of the essay are (1) introduction paragraph presenting attracting statements to the readers' attention, (2) body paragraphs providing development into sub-topic of the main topic in each paragraph, and (3) conclusion paragraph restating the main points and additional quotations.

Academic essay writing is a lesson offered by universities (Ariyanti, 2016); (Mahmoudi & buğra, 2020) and most students regard it complex (Ashraf et al., 2020); (Marpaung, 2018); (Rachmawati & Susanti, 2016) because of the ability to produce language (Nenotek et al., 2022). Academic essay writing is the most challenging skills to be learnt and to be taught in ESL and EFL classroom (Hyland, 2003);(Boonyarattanasoontorn, 2017)(Yunus & Chien, 2016), (Soltanpour & Valizadeh, 2018); The obstacles derive from many aspects as the foregone researches such as vocabulary and diction;(Bulqiyah et al., 2021); (Toba et al., 2019); Zhan, 2015), grammatical features (Ariyanti & Fitriana, 2017); (Hajeid, 2018); (Hasan & Marzuki, 2017); (Bulqiyah et al., 2021) exploring and generating ideas(Asadifard & Koosha, 2013) ; (Ceylan, 2019); (Hosseini et al., 2013); (Bulqiyah et al., 2021), organization (Hajeid, 2018); (Bulqiyah et al., 2021); (Toba et al., 2019), and teaching process(Ceylan, 2019); (Hajeid, 2018); (Jebreil et al., 2015).

Another reason why writing academic essays is difficult for students is that the characteristics of academic writing are clear, concise, focused, structured, and supported by evidence. Its purpose is to facilitate reader comprehension. It has a formal tone and style, but is uncomplicated and does not require long sentences or

complex vocabulary. (Graham et al., 2012) agree that academic writing is more than producing accurate and complete sentences and phrases. It is about guiding students to synthesis and reflect on discipline-specific content knowledge with the purpose of constructing substantial arguments intended to convince a particular reader(s) on a particular controversial issue.

Prior researchers have found that students find troubles in writing English essays. (Al-Badi, 2015) for example, discovered that students' got difficulties in language use, coherency, cohesion, finding relevant topics and sources, referencing, and citations. These problems occurred because students have low knowledge of academic writing rules. (Belkhir & Benyelles, 2017) also revealed that students had difficulties in cohesion and coherence, first language transfer, and low writing practice. (Christzer et al., 2018) found that students lack various ideas and transitions to build paragraphs and choose incorrect vocabulary, grammar, and pronouns. (Imani & Habil, 2012) said that grammaticality is one of the common challenges for Non-Native Speaker students. Due to a lack of English language skills and attitude towards writing caused their writing to be unimproved. (Al-Zubaidi, 2012, Most students fail because they are not familiar with the scoring rubric (Trinh, 2020). A scoring rubric is used as a tool for a teacher to evaluate the performance of his or her students. Another difficulties in writing among students is that they have lack of grammar competence, Oconventions, punctuation, capitalization, and spelling (Ghabool et al., 2012); (Ramasamy & Aziz, 2018). in addition, according to (Musa et al., 2012)all ESL students in either cultural or linguistic aspect. In contrary, lack of teachers' pedagogical understanding in writing and inappropriate approach to teach writing is another factor for producing incompetent writers among ESL students (Yunus & Chien, 2016).

In Politeknik Sekayu, English subject is taught for TOEFL Competency preparation, It has 3 credits for each semester (semester one, semester two, and semester three). As a part of TOEFL Competency preparation, essay writing takes crucial attention for lecturer to teach because it is involved in writing section. Students are expected to be able to write good essays after completing

this course, which includes organization beginning with the introductory paragraph, body paragraph, and conclusion paragraph, coherence, a good idea, and its writing criteria. However, the reality is that students continue to face challenges. Based on the observation during the English writing class, among 15 students following essay writing exercise, only 6 students who could write thesis statement in the introductory paragraph, the rest were still got confuse how to write it. In writing body paragraph, only 4 students who could write topic sentence supported by the details such fact or evidences. However, they found difficulty in sequencing the detail with each sequence signals. The difficulties were also found when the students wrote conclusion paragraph, the writer found that 10 students could write concluding sentences. However, the sentences they wrote still repeat what they wrote in introductory paragraph. These evidences proofed that writing academic essay was still become specter students to master,

The ability to write sequentially (coherence) is also not maximally possessed due to the limitations of using connecting words (connectors) between sentences and paragraphs. Furthermore, the criteria for unity of all ideas supporting a topic are still sentences that are not relevant to the topic. In addition, other additional criteria that still need to be improved include the use of appropriate words (diction) and sentence structure. Struggling to improve students' essay writing successfully and maximally, it should then be supported by the effective technique from the lecturer which accommodate students to practice a lot with different gender of essay.

Regarding to the problems above, one solution is to apply the Process Genre-Based Approach (PGBA) to improve essay writing skills. PGBA is a combination of a process approach and a genre approach for learning to write. The process approach prioritizes several stages of the writing process up to the writing of the final draft. The stages of the process include initial writing to collect ideas, writing a framework of ideas, to a rough draft, revising and editing the manuscript that has been written up to writing the final draft (Badger & White, 2000). In the process, all students actively participate in writing learning activities. Meanwhile, the genre approach emphasizes more on the context or real situation of text forms which include descriptive, narrative, procedural, expository, and argumentative. Each writer, of course, writes different situations in the content of the

text, because the text is also written with a different purpose (Harmer, 2007). Writing a script or text using this approach produces student writing as the end-product of a real situation. These two approaches will combine the process and product of the real context in writing essays. (Robertson & Nunn, 2007) Ming (2006) states that PGBA is a balanced approach in learning writing that involves students' language knowledge and linguistic skills because the writing process and the context of writing occur are integrated between students with one another. Therefore, the researchers chose PGBA as an alternative to be applied in learning essay writing, so that students will experience directly in the writing process according to the real context from what they experienced and knew beforehand to the final product of essay writing. In short, PGBA will provide sufficient contribution to the development of knowledge and skills of student resources to write scientific papers independently, then the quality of student scientific work will be better. Based on the background of the problem from the lack of students' skills in writing English academic essays and alternative solutions, this study is aimed to know the effectiveness of Process Genre-Based Approach (PGBA) in enhancing students essay writing.

METHOD

This study employed a pre-experimental one-group pretest-post-test research design. The population for the study was 15 fourth semester of Accounting study program of Politeknik Sekayu. Total sampling was used to collect research samples. The dependent variable is the students' ability to write essays, while the PGBA approach is the independent variable. The PGBA approach was used to manipulate students' ability to write essays, specifically whether or not there is an improvement in students' ability to write essays after treatment. The difference will be determined by comparing the average value of pre-test post-test results. Then, an essay writing test will be used as a data collection tool. A Test (Pre-test and Post-test) were held in two sessions containing several topics ; Niagara Fall, Ampera Bridge, Social Media, Online shopping platform, My future career and My Favorite Youtuber chosen by one of the test takers which aimed to assess students' ability to write essays before and after treatment. The treatment were last six teaching sessions. This test had

already been used several times to assess students' ability to write essays in previous semesters, so the level of validity and reliability can be trusted. The test includes the writing rubric) in the aspect of content, organization, vocabulary, grammar, and mechanic. Data collection stages include an initial test prior to treatment and a post-test following treatment. The result of this test will be calculated by the help of computer application named SPSS. Version 16.0.

RESULT AND DISCUSSION

Result

The results of the pre-test and post-test are described in detail in this section, including the mean (M), mean standard deviation (Md), and t count value (t) Pre-test took place on March 7, 2023. The post-test was given to candidates on Wednesday, June 9, 2023, after the processing of the six meetings was completed. Both tests were taken by 20 students. Figure 1 also shows the individual scores of each student who took the pre- and post-test.

Table1.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score Pre-test	15	46	67	55.67	6.521
Score Post-test	15	57	80	70.07	7.066
Valid N (list wise)	15				

This calculation result shows that there is a change in the average score increase of 14.4 students when comparing the average score before treatment with the average score after treatment. Data analysis shows that the average post-test score is 70.7, higher than the average pre-test score (55.67). In this way, we can see that the process genre-based approach (PGBA) has the effect of improving students' abilities.

Discussion

This section discusses findings related to students' ability to write short essays including writing rubrics, content, organization, vocabulary, grammar, and mechanics. These aspects are explained according to the processing steps from applying the essay writing learning method, specifically the Process Genre-Based Approach (PGBA). The improvement in students' ability to write short essays is shown through exam results. Average pre-test and post-test scores. The determination of the maximum score for each dimension can be seen in Table 2 below, which includes maximum scores or values for the content, organization, vocabulary, grammar, and mechanics dimensions.

Table 2.
Maximum Score or Value for Aspects of Content, Organization, Vocabulary, Grammar, and Mechanics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score of Content Pre-test	15	13	17	222	14.80	1.521
Score of Content Post-test	15	17	26	303	20.20	3.005
Score Of Organization Pre-test	15	8	16	168	11.20	2.731
Score Of Organization Post-test	15	11	17	213	14.20	2.111
Score of Language Use Pre-test	15	10	16	184	12.27	2.052
Score of Language Use Post-test	15	11	20	241	16.07	3.035
Score of Vocabulary Pre-test	15	12	17	222	14.80	1.656
Score of Vocabulary Post-test	15	14	17	246	16.40	.910
Score of Mechanic Pre-test	15	2	3	39	2.60	.507
Score of Mechanic Post-test	15	3	4	48	3.20	.414
Valid N (list wise)	15					

Content

In this aspect, the average score increased by 5.4 points from 14.80 points on the pretest to 20.20 points on the post-test. Before the treatment, the results of students' essay writing ability regarding this aspect were still insufficient due to the lack of supporting data. The problem is limited use of idea gathering methods

and the lack of vocabulary. Similarly, post-treatment results regarding students' essay writing abilities demonstrated sufficient supporting ideas and evidence to support and to apply the content being developed. These results were achieved after the student completed multiple stages of PGBA implementation, medication, modelling and support, and planning. These three steps were performed together in groups to help them identify the situations they saw and heard, recognize the format of the essay, and determine the purpose of writing the essay (Richards & Renandya, 2002); They use previous knowledge from the essay model to determine structural features. As a result, as we brainstormed in the form of mind maps and word/expression analysis during the planning stage, we were able to come up with original ideas for determining the content of the essay. In other words, conditioning students not only in the planning stage but also in the medication, modelling and support stage will help them perfect the content aspect of essay writing.

Organization

In this aspect, an increase in mean score of 2.00 was observed from 11.20 points at pre-test to 14.20 points at post-test. After the pretest data were evaluated before treatment, students' ability to compose essays was still at level 2, i.e., level 2; Introduction and conclusion ideas. Several triggers can be inferred from these results. It's a lack of practice in using connecting words and transition signals, such as creating an outline and understanding the function of connecting ideas between sentences and between paragraphs. After treatment, students' ability to write essays on this aspect improved to levels 3 and 4. First, the essay already had an organized structure and was consistent from beginning to end, as well as the ideas it contained. Introduction and conclusion are fulfilled (Level 3). Second, the essay already has a clearly organized structure and a good continuity of ideas (coherence) from start to finish, and the ideas in the introduction and conclusion sections are fulfilled (Stage 4). During treatment, students will practice contouring. In this activity, the student constructed his three-part essay framework: an introductory paragraph, a body paragraph, and a conclusion

paragraph (Oshima, 1998). The introductory paragraph allows the student to present the reader with a general description of the essay's topic and a thesis statement consisting of the essay's topic and several aspects (reasons) developed in each body paragraph. In addition, some students can write topic sentences and supporting ideas related to the topic in each body paragraph. In the final section, students wrote down the words and sentences that would be used as the concluding paragraph.

In addition to improving students' ability to compose the structure of an essay, revision, one of the stages of PGBA implementation, contributes to this aspect of composition by using a media peer revision checklist. When implementing this treatment, students completed an exercise using a peer revision checklist to identify deficiencies in their papers (Smalley & Ruetten, 2012). First, make sure your essay is properly formatted, meaning the title is centered above the margins and each paragraph has an indented line. Second, it identifies content essays based on the text format (genre) in which evidence, facts, and examples exist (Richards & Renandya, 2002). Third, they identified her three main components of the essay: an introductory paragraph consisting of an overview and thesis statement, a body paragraph, and a conclusion paragraph. (Conclusion paragraph) (Oshima, 1998). Fourth, it also identifies connecting words and transition signals that connect ideas or ideas within one sentence to another, or between ideas within a paragraph and the previous or next paragraph. The process of identifying the continuity of relationships between ideas within sentences and paragraphs, and the connections of ideas that support the essay's central theme, helped students meet the writing standards of coherence and unity. The use of peer revision helps students (students) not only revise the organization but also revise the content (Richards & Renandya, 2002). That is, students are helped by things related to organizational aspects. It is the feedback from peer revisions that is discussed with peers, revised by the teacher, and written down in the final draft of the essay.

Vocabulary

This aspect has increased in using vocabulary that is in accordance with the context on the chosen topic when the average essay writing result in this aspect is from pretest (14.80) to post-test (16.40). The change in the mean yield increase was 1.6. The increase in the ability to use appropriate vocabulary (diction) is influenced by several student activities at the stages of implementing PGBA such as preparation, modelling and reinforcing, planning, and joint constructing. These four stages contribute to increasing the number of vocabularies used in essay writing. Before the treatment, the students' ability in writing essays from this aspect was still at level 2, namely they still used basic words that tended to be repeated and were not in accordance with the context of the essay, as well as word choice errors that made the reader uncomfortable after reading essays. However, after the treatment was carried out, their ability to use vocabulary increased at level 3 and approached level 4. First, they could use a series of words, although still limited, but quite appropriate to the context of the essay, and there were also word choices that caused difficulties for the students. the reader accepts it (level 3). Second, they already use a sufficient range of vocabulary, and the choice of words tends to fit the context and reduce the difficulty for readers to understand (level 4).

Language Use (grammar)

In this Aspects, students' abilities also increased which can be seen from the comparison of the average value 3.9 from pretest (12.27) to post-test (16.07). Before treatment, students dominantly made several mistakes in writing sentences. First, the verb does not match the subject (subject-verb agreement). Second, sentences do not have complete ideas (complete thought) or in writing terms are called fragments or sentences that do not have a main sentence (independent clause), Third, sentences consist of several clauses (clauses) and are not separated by commas or conjunctions (connectors), in writing terms it is called run-on and comma splice sentences. The trigger for the grammatical errors above is caused by the lack of writing exercises that can be used as a reference for self-assessment of

the error, the lack of writing exercises as a reference for providing opportunities for friends/partners to assess (peer-assessment) their writing, and lack of feedback from teacher who act as problem solvers for student writing, and lack of student activity in reading grammar books and exercises.

Furthermore, after the treatment was carried out, the students' ability from this aspect increased in writing sentences by doing peer editing exercises through the peer editing checklist. From the results of using this checklist, students felt interested in using it, because they actively participated in identifying errors in grammar including sentence structure and providing corrections to the initial draft (Budi, 2009) that occurred such as fragments, run-ons, and comma splices. After that, the identification results become material for improvement. Improvements are made in three ways: first, by peer editors or peer feedback; second, done by another friend (peer feedback) again if the editor has not been able to improve; and third, done by the lecturer as a problem solver if their friends inside are not yet capable. From this exercise, learning is really centered on student activities as learners, because it is proven that a lecturer can overcome grammar problems or provide feedback at the end if they are really not able to. Finally, all corrective feedback related to grammar aspects that have been discussed between students as essayists and their teachers can be written into grammatically correct sentences in the final draft writing (Yan, 2005).

Mechanics

The last aspect in this research is mechanics which includes capitalization, punctuation, and spelling. The ability of students in writing essays in terms of this aspect increased by 0.6, after the average score was obtained from 2.60 in the pretest results to 3.20 in the post-test results. Prior to treatment, there were several triggers for problems in this aspect, including the lack of writing practice as part of self-awareness to correct errors in mechanics and remembering to write down the corrections, lack of habit of using an English dictionary when there are spelling errors, and lack of habit of reading books and references related to the use

of punctuation and capitalization. So that in treatment activities, students have done exercises using a peer editing checklist to identify these aspects.

Furthermore, after the treatment was applied and given a post-test, the students' ability to write essays on the mechanics aspect increased, because in the implementation of the treatment, students did peer editing exercises with the media peer editing checklist in the following activities. First, students have the will (willingness) to give the P symbol to an essay that has been written by a friend, if the essay contains punctuation errors, the Cap symbol, if there is an error in capital letters, namely using or not using capital letters in the essay. words, and the symbol, if there are spelling errors. With this situation of training activities, students also have awareness in improving mechanics and writing them correctly.

The results of this study are acceptable because many previous studies related to the application of the process genre-based approach have obtained the same results. Azhar, Kiran, Khan (2016) found that PGBA can improve and hone writing skills learning English as a second language in the context of community learning in Pakistan. The findings show that the implementation of PGBA is very effective at various levels. Starting from learners at the target language level in learning to use lexis, to formulating the correct syntax and structure of the language. It has been found that students are more creative and automatically productive in using a variety of writing techniques. Furthermore, Elshirbini & Elashri (2013) in (Mardia Rahmi dalam Oboi, 2013) found that PGBA can improve writing skills and can develop a positive relationship between students' attitudes and their writing results. Students who have low attitude scores get low results in their writing and vice versa. (Rusinovci, 2015) conducted research on understanding the theory of learning writing skills by combining two main approaches, namely the process approach and the genre approach. The combination of these two approaches can be seen as intertwined with each other during the writing process. Likewise, Foo (2007) in (Md Safian, 2007) states that students who are taught using the process-genre method can get ideas quickly and put those ideas into written form. In contrast to students who are taught to focus on the product.

CONCLUSION

Based on the description of the data obtained, it can be concluded that the students' ability in writing English academic essays through Process Genre-Based Approach (PGBA) increases. This is evidenced that there is a significant difference between the results of the pretest and post-test on the results of writing academic essays. the post-test mean score was higher (70.7) than the pretest means (57.6); Thus, it can be concluded that Process Genre-Based Approach (PGBA) can improve students' ability in writing essays. In addition, the application of the Process Genre-Based Approach (PGBA) has contributed to increasing students' ability to write essays, on aspects of content, essay organization, vocabulary, grammar, and mechanics.

REFERENCES

- Afriana, riza devi. (2017). 濟無No Title No Title No Title. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Vol. 6, Issue November).
- Al-Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. *WEI International Academic Conference Proceedings*, 63–76. <http://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf>
- Al-khazraji, A. (2019). Analysis of discourse markers in essays writing in ESL classroom. *International Journal of Instruction*, 12(2), 559–572. <https://doi.org/10.29333/iji.2019.12235a>
- Al-Mukdad, S. (2019). Investigating english academic writing problems encountered by arab international university students. *Theory and Practice in Language Studies*, 9(3), 300–306. <https://doi.org/10.17507/tpls.0903.07>
- Al-Zubaidi, K. O. (2012). The Academic Writing of Arab Postgraduate Students: Discussing the Main Language Issues. *Procedia - Social and Behavioral Sciences*, 66, 46–52. <https://doi.org/10.1016/j.sbspro.2012.11.246>
- Ariyanti, A. (2016). The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 263–277. <https://doi.org/10.21093/di.v16i2.274>

- Ariyanti, A., & Fitriana, R. (2017). E FL Students' Difficulties and Needs in Essay Writing A. Ariyanti 1 , Rinda Fitriana 1 1. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158(Ictte), 111–121.
- Asadifard, A., & Koosha, M. (2013). EFL instructors and student writers' perceptions on academic writing reluctance. *Theory and Practice in Language Studies*, 3(9), 1572–1578. <https://doi.org/10.4304/tpls.3.9.1572-1578>
- Ashraf, M., Rubab, I., & Ajmal, M. (2020). Investigating the Problems of organization and vocabulary in academic writing encountered by students at postgraduate level. *International Journal of Advanced Science and Technology*, 29(8), 2766–2779.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153–160. <https://doi.org/10.1093/elt/54.2.153>
- Bakry, M. S., & Alsamadani, H. A. (2015). Improving the Persuasive Essay Writing of Students of Arabic as a Foreign Language (AFL): Effects of Self-Regulated Strategy Development. *Procedia - Social and Behavioral Sciences*, 182, 89–97. <https://doi.org/10.1016/j.sbspro.2015.04.742>
- Belkhir, A., & Benyelles, R. (2017). Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University. *International Journal of Learning, Teaching and Educational Research*, 16(6), 80–88.
- Boonyarattanasoontorn, P. (2017). An investigation of Thai students' English language writing difficulties and their use of writing strategies. *Journal of Advanced Research in Social Sciences and Humanities*, 2(2), 111–119. <https://doi.org/10.26500/jarssh-02-2017-0205>
- Brown, H. D. (2007). Principle of Language Learning and Teaching. In *Encyclopedia of the Sciences of Learning* (pp. 1743–1745).
- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61.

<https://doi.org/10.12928/eltej.v4i1.2371>

- Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, 15(1), 151–157. <https://doi.org/10.17263/jlls.547683>
- Choemue, S., & Bram, B. (2021). Discourse markers in academic and non-academic writings of thai efl learners. *Studies in English Language and Education*, 8(3), 1209–1226. <https://doi.org/10.24815/siele.v8i3.20122>
- Christzer, J., Pablo, I., Candy, R., & Lasaten, S. (2018). Writing Difficulties and Quality of Academic Essays of Senior High School Students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 46–57.
- Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. *Performance Improvement Quarterly*, 6(4), 50–72. <https://doi.org/10.1111/j.1937-8327.1993.tb00605.x>
- Fadda, H. Al. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3), 123–130. <https://doi.org/10.5539/elt.v5n3p123>
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Geyte, E. Van. (2013). Writing: Learn to write better academic essays. In *HarperCollins Limited*.
- Ghabool, N., Mariadass, M. E. A., & Kashef, S. H. (2012). Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level. *Journal of Studies in Education*, 2(3). <https://doi.org/10.5296/jse.v2i3.1892>
- Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104(4), 879–896. <https://doi.org/10.1037/a0029185>
- Hafidz, M. (2021). The graphic organizer's effect on the students' writing

- achievement in argumentative paragraph. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 6(1), 11–17. <https://doi.org/10.26905/enjourme.v6i1.5701>
- Hajeid, M. R. (2018). Developing Students Essay Writing. *English Language Teaching*, 11(12), 101. <https://doi.org/10.5539/elt.v11n12p101>
- Harmer, J. (2007). *Harmer_3Rd_Edition*.
- Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability in Writing at Riau University Pekanbaru - Indonesia. *Theory and Practice in Language Studies*, 7(5), 380. <https://doi.org/10.17507/tpls.0705.08>
- Hosseini, M., Taghizadeh, M. E., Abedin, M. J. Z., & Naseri, E. (2013). In the Importance of EFL Learners' Writing Skill: Is there any Relation between Writing Skill and Content Score of English Essay Test? *International Letters of Social and Humanistic Sciences*, 6, 1–12. <https://doi.org/10.18052/www.scipress.com/ilshs.6.1>
- Imani, A., & Habil, H. (2012). NNS Postgraduate Students' Academic Writing: Problem-solving Strategies and Grammatical Features. *Procedia - Social and Behavioral Sciences*, 66(July), 460–471. <https://doi.org/10.1016/j.sbspro.2012.11.290>
- Jabali, O. (2018). Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine. *Heliyon*, 4(11), e00896. <https://doi.org/10.1016/j.heliyon.2018.e00896>
- Jebreil, N., Azizifar, A., & Gowhary, H. (2015). Investigating the Effect of Anxiety of Male and Female Iranian EFL Learners on their Writing Performance. *Procedia - Social and Behavioral Sciences*, 185, 190–196. <https://doi.org/10.1016/j.sbspro.2015.03.360>
- Mahmoudi, F., & Buğra, C. (2020). the Effects of Using Rubrics and Face To Face Feedback in Teaching Writing Skill in Higher Education. *International Online Journal of Education and Teaching (IOJET)*, 7(1), 150–158.
- Mardia Rahmi dalam Oboi, S. C. U. (2013). *No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析*Title. 1–58.

- Marpaung, T. (2018). Using Collaborative Sensory Detail Chart to Increase Number of Content Words of Students's Descriptive Writing. *SMCC Higher Education Research Journal*, 5(1). <https://doi.org/10.18868/sher5j.05.01213.10>
- Md Safian, M. T. (2007). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Revista Brasileira de Ergonomia*, 9(2), 10. <https://www.infodesign.org.br/infodesign/article/view/355><http://www.abergo.org.br/revista/index.php/ae/article/view/731><http://www.abergo.org.br/revista/index.php/ae/article/view/269><http://www.abergo.org.br/revista/index.php/ae/article/view/106>
- Musa, N. C., Lie, K. Y., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA Online Journal of Language Studies*, 12(1), 35–51.
- Nenotek, S. A., Tlonaen, Z. A., & Manubulu, H. A. (2022). Exploring University Students' Difficulties in Writing English Academic Essay. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 909–920. <https://doi.org/10.35445/alishlah.v14i1.1352>
- Oshima, A. A. H. (1998). *Third Edition Academic English*.
- Ouali Chafa, M. (2015). *People'S Democratic Republic of Algeria Ministry of Higher Education and Scientific Research University of Bejaia Faculty of Arts and Languages Department of English Investigating Efl Students' Writing Difficulties and Common Errors in Writing*.
- Rachmawati, S. M., & Susanti, Y. (2016). the Use of Transitions in the Students Argumentative Essay. *English Education: Journal of English Teaching and Research*, 1(2), 10. <https://doi.org/10.29407/jetar.v1i2.482>
- Ramasamy, R. M. M., & Aziz, A. B. A. (2018). Peer Assessment in Writing Using Frog VLE in a Secondary School ESL Classroom. *Creative Education*, 09(14), 2265–2279. <https://doi.org/10.4236/ce.2018.914167>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching*

- in the “Post-Method” Era: Toward Better Diagnosis, Treatment, and Assessment. May.* <https://doi.org/10.13140/RG.2.2.36344.72962>
- Robertson, P., & Nunn, R. (2007). The Asian EFL Journal Quarterly March 2007 Volume 9, Issue 1. *Asian EFL Journal*, 9(1), 1–247.
- Rusinovci, X. (2015). Teaching writing through process-genre based approach. *US-China Education Review A*, 5(10), 699–705. <https://doi.org/10.17265/2161-623X/2015.10.006>
- Sabarun, . (2018). Needs Analysis on Developing EFL Paragraph Writing Materials at Kalimantan L2 learners. *English Language Teaching*, 12(1), 186. <https://doi.org/10.5539/elt.v12n1p186>
- Smalley, R. L., & Ruetten, M. K. (2012). *Refining Composition Skills : Academic Writing and Grammar 6 th Edition Instructor ’ s Manual with Answer Key Contents :5*, 1–89.
- Soltanpour, F., & Valizadeh, M. (2018). A Flipped Writing Classroom: Effects on EFL Learners’ Argumentative Essays. *Advances in Language and Literary Studies*, 9(1), 5. <https://doi.org/10.7575/aiac.all.v.9n.1p.5>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Trinh, L. H. (2020). The effectiveness of using scoring rubrics in academic writing to English-majored students. *Vietnam Journal of Education*, 4(4), 76–82. <https://doi.org/10.52296/vje.2020.83>
- Tseng, C. C. (2019). Senior high school teachers’ beliefs about efl writing instruction. *Taiwan Journal of TESOL*, 16(1), 1–39. [https://doi.org/10.30397/TJTESOL.201904_16\(1\).0001](https://doi.org/10.30397/TJTESOL.201904_16(1).0001)
- Yunus, M. M., & Chien, C. H. (2016). The Use of Mind Mapping Strategy in Malaysian University English Test (MUET) Writing. *Creative Education*, 07(04), 619–626. <https://doi.org/10.4236/ce.2016.74064>