

The Utilization of Three Writing Schemes (TWS) in Teaching Essay Writing to UBSI Students in English Department

Boby Octavia Yuskar

Universitas Bina Sarana Informatika (UBSI) Jakarta, Indonesia

 bobby.boy@bsi.ac.id

Abstract

This research focuses on teaching essay writing utilizing Three Writing Schemes (TWS) to students of UBSI from English Department. The subjects of this research are twenty students divided into two groups, ten male and ten female participants. Each student had to write an essay in classroom based on the instruction given by the lecturer. The method employed within this research is qualitative research that paid attention to the utilization Three Writing Schemes (TWS) as one of the techniques utilized by the researcher in teaching Essay Writing Class (EWC) to students of UBSI from English Department. Each scheme was interconnected to each other as unity that helped students to write an essay appropriately. The scoring was obtained according to the score from each method. This teaching technique was compiled by the researcher from a number of reliable resources, The Three Writing Scheme (TWS) as a solution to improve the writing skill when they write particular topic given in their essay class. There were numerous theories by the present study in order to have solid scientific background. The theories were taken from a number of scholars who already employed researches in teaching essay writing. The objective of this research is to provide applicable solutions to fellow lecturers in giving flexible schemes as an alternative in teaching essay writing to their students. Additionally, two previous researches were incorporated as significant contribution to enrich the quality of this research.

Keywords: Three Writing Schemes, Teaching Essay Writing, Essay Writing Class

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INTRODUCTION

Writing is a fundamental part in polishing the academic skill of language learners throughout the world including students from English Department. It is a prerequisite for them prior to the mastery of subsequent subjects and becomes the solid foundation to enhance their academic writing acquisition. The essentiality of this skill is not only needed by students to execute the given assignments from the lecturers, but also it is a lifetime attainment that becomes inseparable part for the rest of their academic life (Dunlop et al., 2022; Jiang & Hyland, 2020; Phyo et al., 2024; Subandowo & Sárdi, 2023; Yu, 2023). Universitas Bina Sarana Informatika or also known in the abbreviation as UBSI as top ten private universities in the capital city of Indonesia demands its students to acquire adequate writing skill. It is a mandatory to students who pursuit their English study in

Bachelor level to own appropriate writing skill. Currently, writing plays a significant role to develop numerous academic activities conducted by UBSI students from English Department in order to obtain satisfactory learning outcomes in the process of their language studies. This similar situation clearly exclaimed by Batalla (2019) explained that students' writing ability is crucial to their academic performance, because writing ability plays a great part in many activities, such as examinations, assignments, and reports (Courtney et al., 2022; Su & Lu, 2022; H. C. Yang, 2016). The statement researchers highlights that the ability that students' writing possession is quite significant on their academic performance due to it has deep involvement within a number of academic activities in the form of tests, tasks and written documents.

In addition, writing is an authoritative element and it requires UBSI students in English Department to have encouragement in order to deal with a number of challenges in their Essay Writing Class (EWC)., Simaibang, & Mulyadi, (2021) argued that specifically, it has been discovered that motivation determines students' achievement in essay writing. The correlation tight between motivation and writing that assemble the successful outcome from students in their writing class are also mentioned by the statement from (Iddings, 2021; M. Yang, 2023; Zheng & Drybrough, 2023)(Al-Hoorie and Macintyre, 2020) underscore the connection between that achievement in second language learning and motivational factors. They indicated students who had good motivation in writing tended to have a good performance in the writing assignments. In addition, to write good essays, students ought to have clear objectives prior to the execution toward their writing tasks. Each student in class has different goals; however most of the objectives are about thinking process and expressing ideas (Anderson et al., 2023; Karaer et al., 2024; Segundo Marcos et al., 2020; Svenlin & Jusslin, 2023; Tarchi et al., 2022; Yin et al., 2023). These situations are clearly described by Novariana, Sumardi, & Tarjana, (2018) argued that writing is the process of thinking to construct ideas and think about how to express and arrange the ideas into a good statement and clear paragraph. For many writers, writing is a way to express ideas, feelings, and thoughts into written form. Similarly,, Toba, Noor, and Sanu (2019) also claimed that the aims of writing are to express the writer's feeling, and for entertaining, informing, and persuading the readers. Of all statements given by the scholars above, it can be seen that in writing sessions that especially conducted in Essay Writing Class (EWC) in UBSI English Department, encouragement and objectives are the two things that ought to properly consider by lecturer pertinent to the completion of assignments need to be completed by the students in weekly basis.

Furthermore, writing is a challenging subject in English that expose three main problems that ought to be properly solved by students. The first problem is the mastery of sentence structure and grammar. Students with lack of mastery in sentence structure and grammar will have inability to convey particular information in their essay writing. UNSW (2020) added that based on the essay writing criteria for sentence structure, grammar, writing mechanism and spelling, it becomes an important element to produce an English essay because if students make mistakes in preparing English sentence structure, ideas or opinions developed will not produce good messages. Equal statement exposed by Mayuni, (2020) cited by Imaniah (2021) saying that, the mastery of sentence structure is very influential on improving students' essay writing skills. This is reinforced by the essay writing assessment used by lecturers supporting the essay writing course; include: 1) Organization; 2) Voice; 3) Word Choice; 4) Sentence structure, grammar, mechanics & spelling; 5) Argument & Originality. The first problem of writing in making good sentence structure require adequate mastery in grammar, Sentence structure has tight connection with grammar. Both of them are interconnected as an integrated element to support one another.

Moreover, lack of vocabulary becomes the second problem in essay writing. According to Ambarwati, S & Listyani (2021), vocabulary became the second problem

faced by students in writing procedural essays. Based on the students' responses in the questionnaire, about 19 students agreed that they had problems in writing essays because they still lacked vocabulary knowledge. The students explained that writing an essay could be very challenging for them if they only knew a few words in English. Also, 21 students had problems in choosing appropriate vocabulary when writing the essay. Ambarwati & Listyani argued that the difficulty encountered by students was limited vocabulary and it made them in situation of small number of words in English. Eventually, most of them experienced problem in selecting suitable vocabulary when they wrote their essay. Similar situation exposed Kao & Reynolds (2017), mention that even when writers find that they can use proper words to express their ideas, they find themselves using a limited number of words or phrases again and again. It means that in the writing process the students tend to use the English words that they already know. Additionally, Ambarwati, S & Listyani (2021) claimed that the student participants also stated that they had limited vocabulary and had difficulty composing English sentences. Then, to enrich their vocabulary, the students should use their time to check the dictionary to look up the meaning of difficult words. At the same time, the teachers could help the students by introducing them to a wide range of important words that could be used in essay writing. Moreover, the teachers could also help the students by providing the writing materials that encourage them to improve their writing.

Subsequently, lack of practices and have no ideas are the third problems that trapped students with no clue to start to write their essay. Students feel uncomfortable and with sort of anxiety surrounded their feeling when they are clueless. The need to conduct practice within frequent basis was conveyed by Alfaki (2015), who exclaimed that students must take the responsibility for their learning, so that in order to become a good writer, the students need to do a lot of practice. In line with Al-Khasawneh & Huwari (2013) less practice becomes one of the core barriers ought to be solved by students. In addition, Novariana, Sumardi, & Tarjana, (2018) stated that writing is the process of thinking to construct ideas and think about how to express and arrange the ideas into a good statement and clear paragraph. Additionally, Ambarwati, S & Listyani (2021) informed that another problem that students face in writing courses is that they do not have any ideas to start writing. Occasionally, the topics provided by the lecturers are quite difficult for students. As a result, students can-not produce a good piece of essay writing in class. Additional concern was added by Limeranto & Mbato (2022) by stating that in order to help the readers understand the essay, it was important to organize ideas and paragraphs well. However, the EFL students experienced difficulty in arranging and organizing their paragraphs to address their ideas well. This problem led them to having a poor quality of writing. It can be seen that the third problem contains two weaknesses, in terms of lack of practices and have no ideas and this unlikely good situation required proper solutions to solve these three problems in effective ways.

In order to answer three main problems experienced by UBSI English students in their Essay Writing Class (EWC) and to address the literature-based problem previously discussed, the current research positions the Three Writing Schemes (TWS) as a solution to overcome them to solve these three main problems. Additionally, with the exposure of this TWS, there are three questions arising as a background of this research. The first question: Can TWS help students to gain adequate mastery in structure and grammar so that they can write the essay to convey particular information properly? The second question: Can TWS leverage students' encouragement to own numerous vocabularies in order to have wide variety of words in writing the essay? The third question: Can TWS provoke and stimulate students in positive ways to do more practice and build good habits in order to inspire them to develop clues in writing the essay?

METHOD

Design of the Research

The method of this research was built in the form of qualitative research. It is an appropriate research due to it provides quite a few proper stages that can help any prospective scholars to design their researches with structural approaches. Shank (2002) clearly stated by saying that qualitative research is a form of systematic empirical inquiry into meaning. It means that this methodical probe is operated as one of the scientific devices to obtain significant outcome with measurable validity. Furthermore, Creswell (2014) added that qualitative research is a research for exploring and understand the meaning individuals or groups ascribe to social human problem. Statement from Creswell emphasizes that qualitative research is a particular type of scientific investigation has an aim to explore and understand importance idea delivered by a number of people or community to obtain answers of their problems in the form of solution.

The grand idea of qualitative method is the depth and contextualization of a phenomenon. In relation to this nature, the objective of qualitative method is to find solution either from an individual or from a number of people in the form of communities or groups. This description differentiates qualitative method from quantitative method pointing to highlight the correlation between phenomenon. It can be said that a qualitative method pays attention in exposing verified facts, while the qualitative ones highlights on adjusting the trueness. Based on the current study, a qualitative method is defined as a scientific approach utilized to expose a phenomenon of a particular entity of people. The approach was chosen as the groundwork of the method due to limitation of phenomenon upon a contextualized and limited case from a group of students learning in essay writing class.

Additionally, the research was carried out by integrating the analyzed theories delivered by different scholars who already conducted previous researchers in teaching writing and apply them into practice with the utilization of Three Writing Schemes (TWS) in Essay Writing Class (EWC) in UBSI's English Department. The researcher uses Three Writing Schemes or TWS as a practical solution to enhance the writing outcomes of students, particularly those who enrolled in Essay Writing Class (EWC). These schemes are compiled by the researcher from a number of reliable resources. Each scheme has tight connection to each other as unity to help them to gain meaningful learning outcomes from their Essay Writing Class (EWC). Those schemes are: Scheme-1: Improving the Structure & Grammar (ISG). Scheme-2: Leveraging the Vocabulary (LV). Scheme-3: Frequent Practice & Digging Ideas (FPDI). Each of it has score worth of 30 points which subsequently added to obtain the final score. For instance, a male student with initial ASH after given an assignment to write an essay about cultural shock living in foreign country, she exhibits sufficient mastery in structure and grammar with strong knowledge in verb-tenses, he earns 25 points. Moreover, he assembles a number of novice vocabularies to exhibit the wealth of word choices in his essay writing, he earns 27 points. In the end, he participates in a number of practices in weekly writing assignments and exposes various ideas to cultivate his essay, he earns 29. To obtain the final score, each of the point that he earns is obtained by generating addition to each of it, $S1 (25) + S2 (27) + S3 (29) = 81$ points. He earns 81 points and it has equality with A.

In order to be clear and concise about the function of Three Writing Schemes or TWS in Essay Writing Class or EWC in UBSI's English Department, the researcher explains the following information. First, Scheme-1: Improving the Structure & Grammar or ISG. This first scheme is given to students as an initial stage to fix their mistakes in structure and grammar by giving simple and detail explanation about the function of verb-tenses in English. Each student is provided with insights of how to use tenses in past, present and future situations and apply them in their essay writing. They are also equipped with knowledge of how to utilize 8 parts of speech (Adjectives, Adverbs, Conjunctions,

Interjections, Nouns, Prepositions, Pronouns and Verbs) in writing essay in class. It is hoped that by strong mastery of both verb-tenses and eight parts of speech, students of UBSI from English Department will pass the subject with satisfactory result.

Second, Scheme-2: Leveraging the Vocabulary of LV. The second scheme is given to students as an important part in leveraging the deposit of words. When they write an essay about cultural shock living in a foreign country, they have the opportunities to explore variety of new words that can leverage the amount of their vocabulary. Researcher as their lecturer demonstrates of how to leverage the vocabulary by taking for example a word about quantity that is: "Huge". Huge can be found its equal meaning or synonym to at least ten new words, they are: broad, colossal, enormous, immense, gargantuan, gigantic, massive, stupendous, and very large. After acquiring numerous novice vocabularies, they have the knowledge to use those new words into sentences in shaping more interesting phrases and sentences when they write essay assignments in class.

Third, Scheme-3: Frequent Practice & Digging the Ideas (FPDI). The third scheme is given to students in the form of weekly assignment in order to build good habits of familiarity to write essay. Conducting writing practice in weekly basis is a foundation to develop students' mindset which particularly familiarized them with writing as a habit that they ought to build within their academic life. On the other hand, digging the ideas is a skill that they also need to cultivate in their mind. Ideas are abstract and tend to flow wildly in mind and they must be filtered into a specific thing which further will turn into a topic for their essay. When a topic is finally chosen by students from digging the ideas and filtering them into particular theme, they are finally able to start their essay with clear objectives and focusing to more specific content inside their essay. It is not easy to do the frequent practice of writing and dig the ideas at the same time and students must do these two things in weekly basis. However, researcher as the lecturer encourage his students to conduct both of these activities to prepare them to execute the weekly essay writing assignments that given to them in different topics as a challenge to sharpen their mind in seeking interesting ideas and locate one as a topic to be written within their essay.

Instruments in Collecting the Data

The data collected through weekly writing assignment that students do by the end of the week. The researcher as the lecturer gave various and random topics that familiar to them and attract their interests, It is a classroom-based assignment with set of instruction that must be followed by the students properly. Samples of short essay were provided to stimulate them prior to initiate their weekly assignment. Students ought to pay attention to the style of the writer, particularly the utilization of verb-tenses in order to strengthen their knowledge in structure and grammar, In addition, variety of words employed by the writer also need to be considered as a choice of words in enriching the vocabulary inside their essay.

Analysis of the Data

The researcher analyzed the data through the learning outcomes produced by the students at the end of the week. In this case, of all weekly essay writing assignments conducted by the students, only one was chosen, particularly the one that executed one week before mid-term. The researcher employed Three Writing Schemes (TWS) as the device to obtain specific learning outcomes from students. The selected essay writing assignment was marked in order to get score from them. Each scheme that already introduced to students and given as guidance to shape their essay is expected to improve their mastery in structure and grammar and enhancing their vocabulary and also to build strong motivation in doing writing practice weekly basis. Students must conduct each scheme appropriately in order to perceive adequate score. The researcher made a table to expose his students' weekly essay writing assignment by utilizing Three Writing Schemes

(TWS) to measure students' achievements after they apply TWS in their Essay Writing Class (EWC). Each scheme is a supporting component to determine the final score produced by the students.

RESULT AND DISCUSSION

To answer the three questions that developed as the background of the research that is the utilization of Three Writing Schemes (TWS) to improve the writing skill from UBSI students from English Department, the researcher found three significant findings. First, Three Writing Schemes (TWS) improved the mastery of structure and grammar of students into medium level. The improvement of their structure and grammar was the result of insights and simple examples in placing verb-tenses and using eight parts of speech suitable to the context of their essay writing. Second, Three Writing Schemes (TWS) gave significant contribution in leveraging the amount of students' vocabulary, especially when researcher exposed novice glossaries in the form of interesting short essays with provocative topics. Third, Three Writing Schemes (TWS) encouraged students to do more practices in producing better essay and provoke their mind to dig ideas and locate one and put it as a specific topic for their essay. In the beginning, the researcher frequently supported his students to do more practice in writing their essay weekly. The positive weekly habit built by the researcher generated satisfactory learning outcomes that not only enhance the level of students' confidence anytime they start to write the essay, but also the result that they will bring for their future endeavors.

Furthermore, the researcher welcomes feedback from other scholars and fellow lecturers to criticize this research in the form of adjustments, ideas, alteration and suggestion pertaining to the application of Three Writing Schemes (TWS) as a teaching technique and also a learning model that can be modified its usage adjusted with uniqueness from different stakeholders. The existence of Three Writing Schemes (TWS) in teaching Essay Writing Class (EWC) is expected to be additional knowledge which is needed by pupils with the most of them comes from social science backgrounds. This qualitative descriptive research is not a perfect scientific result. Therefore, additions in the form of novice methodologies in the near future are necessarily required to be developed further by other scholars and researchers in the following years. The outcome of this research as an open source is easily adopted and accessible to anyone who wants to use it as a tool to help them in making proper Essay Writing Class (EWC) embedded with sufficient preparation. In addition, the participants of this research are UBSI students from English Department that utilize Three Writing Scheme (TWS) in their own unique learning style which is not only enrich TWS as a learning model, but also polished each of students from UBSI English Department as a young learner completed with good writing as an important skill in this digital age with borderless philosophy across the states and nations throughout the world. Additionally, to support the three findings, the researcher exposes a table that describes the scores from UBSI English Department students' weekly assignment in Essay Writing Class (EWC).

Table 1 the scores from Students' Weekly Essay Writing Assignment

No.	Students	S1	S2	S3	Score	Grade
1.	ASH	25	27	29	81	A
2.	BGL	22	24	24	70	B
3	DWZ	23	26	25	74	B

4	EAF	27	29	27	83	A
5.	FRT	23	25	28	76	B
6.	GMO	23	23	23	69	C
7	HIK	23	24	25	72	B
8.	ION	25	25	25	75	B
9.	JQY	24	27	26	77	B
10.	KVC	22	24	25	71	B
11.	MUX	22	22	22	66	C
12.	OLD	26	28	28	82	A
13.	QRC	25	25	25	75	B
14.	RYZ	22	22	23	67	C
15.	SPU	23	23	25	70	B
16.	TST	26	27	28	81	A
17.	UZH	28	28	28	84	A
18.	VLR	25	25	25	75	B
19.	WNB	24	26	28	78	B
20.	YYI	22	23	25	70	B

As described from the table above, the majority of students obtain satisfying scores of A consist of 5 students and sufficient scores of B consist of 11. Only three of twenty students generate C as their final scores. The overall satisfying factors of students of this research exposes that the TWS can function as one of the methods or a learning model that can be employed by English educators both teachers and lecturers in teaching essay writing.

In addition, in order to support this research, a number of previous studies about teaching writing from different scholars are reviewed. The first and second scholars, Achmad Kholili and Feri Ferdiyanto (2020) from Zainul Hasan's Islamic Institute, Genggong, East java, Indonesia argued that it is strongly recommended for the teachers, especially EFL teachers to not only assign the students to perform their writing competency but also provide them with sufficient feedback so that the students will be able to be more critically and more easily adapted in their writing. Ferdiyanto and Hasan's argument that teachers were suggested to not only assign task toward the students to conduct their writing but also provide them with adequate insights in order to make them capable to own critical thoughts and build easier adaptation within their writing.

Furthermore, the third and fourth scholars, Limerato & Mbato from Sanata Dharma University in Jogjakarta, Indonesia claimed that there was a positive correlation between students' motivation and their writing performance. It indicated that if students had high motivation, they would also have high writing performance. Students tended to succeed in writing if they felt happy and motivated in every process of writing. From the

statement given by Limerato & Mbato, both of them mentioned that there was a good connection between motivation from students' personal willingness and their effort to do the writing assignment. Further, they added that there was a tendency of successful in writing if they were in the good mood and own encouragement in each stage of their writing. From those four scholars who shared their research findings, it can be considered that they promoted encouragement as an ultimate tool to develop students' writing into satisfactory result. Encouragement determines not only give them capability to make adjustment but also lead them into success when they were in the good mood.

Of all three main findings that obtained by the researcher, there are additional three more findings that have tight connection from the previous three findings. The first additional finding is the enhancement of students' mastery in error analysis. Each student has capability to detect grammatical mistakes better than before. After possessing sufficient mastery in locating numerous verb-tenses and incorporating eight parts of speech suitable to their essay, they show significant advancement in carefully selecting particular words ought to be used prior to the placement of those words within their writing. In addition, they exhibit tremendous skill in making clear distinction upon the utilization of past, present and future tenses in particular phrases within their paragraphs. This enhancement is the outcome of their constant trial and error practices in writing the rough draft of their essay. The second additional finding is students exhibit quite advanced-words attached in their piece of essay writing words. The choice of words are not only varied but also quite sophisticated in terms of particular technical words when the Researcher assigned them to write an essay writing about science and industrial stuffs. They have learned not to make unnecessary repetitions toward the already used vocabulary in order to avoid the utilization of the same words over and over again. It is an acquisition that will make them as a creative writer and at the same time as a critical thinker. The third additional finding is students produce unique and provocative ideas when there was an optional essay writing session about making a fresh theme from the brain. Most of the ideas are highlight the current trends in the world such as, "Artificial Intelligence will Dehumanize Human in the 21st century", "Meta verse, the Fake World that You Need!", "Robots are Better Staffs than Man Work-force", "The end of Conventional Lecturer Replaced by Robotics-Professors!" and other provocative technological stuffs to name a few. These three additional findings are the valuable supplement to complete the previous three ones so that the nature of Three Writing Schemes (TWS) will become not only considered as a guidance to the English lecturers in the university, but also as the enlightenment to college students in shaping and sharpening their piece of essay writing better than before.

This research about the utilization of Three Writing Schemes (TWS) provide considerable implications to a number of users. The first one is the lecturers in writing class, particularly those who assigned Essay Writing as the main task within the syllabus. This TWS model is one of the learning alternatives that offer quite systematic stages in integrating each stage of the learning points consist of three plus three schemes that guide students to produce paragraphs by following each stage that nurture their writing development appropriately. The second one is the students who took essay writing as one of the subjects they ought to learn in one semester. Students are the dynamic learners who keen to explore their academic potential to the fullest in making a quite good writing for instance, Essay Writing. After perceived adequate amount of knowledge in the forms of hints from the Three Writing Schemes (TWS), students will have extensive opportunity to write clear and comprehensive paragraphs referred to the easily-understood writing and informative providing a wholehearted topic without unnecessary details. The third one is other Researcher, particularly those from pedagogical community who teach English in their educational institutions. They can use this Three Writing Scheme (TWS) as a comparison to various models that probably have similarity in the nature of implementing the stage into teaching practices. This model is not an impeccable learning guidance;

however it can help other Researchers to enrich their teaching strategies by adopting some or even all of them into concrete actions within their essay writing class.

This research has limitation. It is only explore the limited area of development in constructing flexible, integrated and systematic stages in essay writing. There are a number of areas that still wide open for further expansion of ideas, particularly in providing more collaborative learning that can integrate the other three skills, listening, speaking and reading into a reciprocal learning approach that replenish the current strategy that ought to be refill or renew in order to deliver state of the art or sense of novelty in teaching English writing in higher education not only in Indonesia but also in the world. The researcher realizes that this Three Writing Scheme (TWS) is not really a novice teaching-learning strategy in the world of English Education. It is a sort of modification from the existing teaching strategy with specific adjustment in each of the schemes. Other research in years to come have enormous opportunity to fill-in the gap or the whole that still wide open from this model. Imperfection from this research is inviting researchers not only from social sciences but also from across discipline to introduce cutting edge solutions to enhance writing skills of their pupils in making excellent essay.

CONCLUSION

Based on the scores provided in the table, it is clearly shown that of all 20 students, there were 12 students or approximately 60% scored the average of 70s and they were in grade B. On the other hand, there were only three students or approximately 15% scored 60 points and they were in grade C. However, there were five students or approximately 25% scored 80 points and beyond and they were in grade A. The A grade obtained by those five students proved them as top five students in Essay Writing Class (EWC). In majority, most of students achieved an average of 70 points or grade B. This quite good learning outcome for them due to the challenges that they had already encountered from the beginning until the end during their Essay Writing Class (EWC)

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