

EXPLORING WRITING INSTRUCTION-BASED PROCESS WRITING APPROACH IN TERTIARY LEVEL OF EFL ARGUMENTATIVE WRITING CLASSROOM

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ABSTRACT

Within the 21st century, students are demanded to argue reasonably over massive information that they receive. It is necessitated for the students to filter acceptable and reasonable information for their meaningful learning. Involving 28 sophomores in English Language Education Study Program, a descriptive qualitative research design was utilized, aimed at figuring out the impact of writing instruction-based process approach towards the students' EFL argumentative writing skill and deciphering their responses toward writing instruction-based process approach. The respondents' progress in argumentative writing and views were gauged to reach the conclusion. Threefold methods of collecting data were administered; observation, interview, as well as focus group discussion (henceforward, FGD). Afterwards, the data collected were filtered, presented and verified. After analyzing the collected data, it was found that writing instruction-based process approach had good impact on the students' argumentative writing development. Then, the participants responded positively towards the writing instruction-based process approach.

Keywords: *EFL argumentative writing, process approach, and writing instruction*

ABSTRAK

Pada abad 21, siswa dituntut untuk berargumen dengan alasan yang kuat terhadap berbagai macam informasi yang mereka terima. Hal ini diperlukan bagi mahasiswa untuk menyaring informasi yang dapat diterima dan masuk akal untuk pembelajaran bermakna mereka. Dengan melibatkan 28 mahasiswa semester 3 di Program Studi Pendidikan Bahasa Inggris, desain penelitian kualitatif deskriptif digunakan untuk mengetahui dampak pendekatan proses berbasis instruksi menulis terhadap keterampilan menulis argumentatif mahasiswa dan menguraikan tanggapan mereka terhadap pendekatan proses berbasis instruksi menulis. Kemajuan responden dalam penulisan argumentatif dan pandangan mereka diukur untuk disimpulkan dalam penelitian ini. Tiga metode pengumpulan data dilakukan; observasi, wawancara, serta *Focus Group Discussion*. Setelah itu, data yang terkumpul disaring, disajikan dan diverifikasi. Setelah menganalisis data yang dikumpulkan, ditemukan bahwa pendekatan proses berbasis instruksi menulis berdampak baik pada perkembangan menulis argumentatif mahasiswa. Kemudian, para peserta merespon positif terhadap pendekatan proses berbasis instruksi menulis.

Kata kunci: Penulisan argumentatif EFL, pendekatan proses, dan instruksi menulis.

INTRODUCTION

Higher education level, such as tertiary level, is a phase in pupils' life where they are supposed to obtain twofold prominent goals at the end of their education accomplishment (Nejmaoui, 2018). Schafersman (1991) as cited in Nejmaoui (2018) stated that pupils must be capable in achieving a subject matter knowledge and

think analytically of the knowledge they attain. Moreover, in 21st century where abundance fast accessible information is available, education has moved the devotion to forming students to think of the information they access and then process it critically.

Of the 4 skills in EFL classroom, to support the development of the pupils'

critical thinking, writing is crucial. Writing is a pivotal component of intermingled points such as private, social, academic and professional life because it is a creative skill which is able to put forth ideas, and a tool used to interact communicatively with others (Prata et al., 2019). Additionally, writing skill is not automatically possessed, nevertheless it can be achieved through following devoted training processes (Hasani, 2016). A skillful writer is the one who experiences writing process to yield quality product.

However, writing skill is the most multifaceted skill to master. A writer must be capable within communicative skill, structure, technique in writing, as well as the ability to excerpt ideas of particular texts. Gonye et al., (2012) argue that writing is unique by its complexity which demands systematic thinking and which finally expected as the way of their behavior and daily activity. Writing instruction in EFL classes recently offers a newfound knowledge of the need to place greater emphasis on writing activity than writing theory. Writing that is overly theoretical becomes passive and reluctant to link prior learning, creativity, and ideas to produce high-quality writing.

In higher education level, such as university, one type of writing is argumentative writing (Pei et al., 2017). As Vygotsky (1986) highlighted that argumentation is crucial within social interaction and the writers' personal cognitive development (Neff-van Aertselaer, 2013). In university level, argumentative writing is used when dealing with daily academic tasks or thesis. It is in the attempt to create and publish a paper which propose unique and original ideas that be based on strong and convincing

arguments. Therefore, well-behaved argumentation is imperative to be involved within professional working environment, as convincing and persuading colleagues are needed in doing professions. (Hasani, 2016). Moreover, that argumentative skill is highly used in convincing, getting a connection, justifying to figure out facts, countering other opinions, and persuading readers of particular issues to be agreed upon.

However, amongst various writing genres, argumentative essay writing is an uneasy task. It is supported by Anderson et al., (2018) who argued that in this type of writing, argumentative essay is the most complex essay which needs writers' critical and analytical thinking competencies. In Indonesian context, it has been widely known and noted that Indonesian students tend to be more familiar with narrating activity, for instance, revealing personal experiences instead of publishing more academic types of writing (Agesta & Cahyono, 2017). Further, Cahyono et al., (2016) add that Indonesian students possess poor implicit knowledge related to generate traditional argumentative pattern which make them propose lack of skill in composing an intriguing amalgamated as well as comprehensible argumentative essay.

Similar writing obstacles found amongst the sophomores of English Language Education Study Program (hereafter, ELESP), Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar. In the writing class which involved IIIA students, it has been observed that they were reluctant in communicating their ideas. They argued without proper reasons and facts. Arguing skill seemed to be their major gap in

enhancing their argumentative writing skill. There were twofold reasons identified. First, they were not used to argue. This can be simply because they used to get involved within environment where lecturers taught a traditional set oriented curriculum which had not contemplated the enactment of 21st century lifelong education skill (Mora-González et al., 2018). Further, argumentation is a prominent analytical lifelong skill that is required in achieving academic success and in establishing learners' evidence-based judgments.

The second reason is they kept struggling in filtering proper and reasonable reasons supporting their argumentations. Internet has been giving abundance information which as the same time brings negative sides, such as invalid data, hoax and so forth. It is supported by Anderson et al., (2018) who state that argumentative writing is more demanding in terms of cognitive areas rather than other types of writing.

To cope with these problematic phenomenon, the writing class requires innovation by implementing process writing approach. Coffin et al., (2003) suggest a process approach to constructive writing which consists of imperative continuous stages, such as pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and proofreading. In the teaching of English writing, process approach has been contemplated as contrastive to the traditional product-based process in teaching writing, and it also has been widely agreed and implemented by English teachers in their writing classroom (Sun & Feng, 2009). It is evidently stated that process approach has promoted a set of continuous stages to create a writing masterpiece. It allows writers to look

deeper into the process of writing and to delve the writing that they create by planning, reflecting, discussing and redrafting a writing text.

Writing covers a thinking process which leads writers to be aware of the fact that what is done during writing is essential. Skilled writers monitor and self-adjust their writing. They are exceedingly metacognitive in evolving their knowledge, understanding as well as behaviour in writing. In this case, they demonstrate and develop metalinguistic. Davis (2015) reveals that quality talk which happens in every stage of writing will be essential in enhancing learning success. It means that teachers and students create thoughtful connections amongst reading, writing and oral language which develop learning outcomes for students during writing. It has been mentioned that it is the classroom teachers who ideally work with youth through writing instruction in order to examine and get involved with debatable and complicated issues (Behizadeh, 2019).

Additionally, writing is called a complex process as it encompasses such as cognitive, physical, social and cultural dimensions (Pring, 2005). This skill is a fundamental part of all disciplines of learning which permit students to compose a miscellaneous range of texts that fulfil and fit the literacy that covers varied discipline areas. It means that students need to be taught and mastered a complete package of skills in composing texts. However, writing instruction is nurtured as complicated by means of the close bound amongst writing, identity, and cultural norms (Spence & Kite, 2017).

To wrap up, in connection with the aforementioned elucidation, a research on the EFL writing classroom innovation

through process writing approach which engages writing instruction to delve the pupils' argumentation towards latest issues was accomplished. It was intended to delve the development of argumentative writing skill of the pupils and their responses towards process approach and writing instruction.

Research Problems

Formulating research problems is beneficial in limiting the scope of the study and directing the researcher to gain valid and reliable proper data. Therefore, based on the rationale, twofold research problems are framed as follows:

1. How is the impact of writing instruction-based process approach towards the pupils' argumentative writing in EFL writing classroom?
2. How is the students' responses toward writing instruction-based process approach?

Research Objectives

Research objectives are crucial in a conducting a research. Based on the research problems, t-here are two research objectives as follows:

1. To delve the impact of writing instruction-based process approach towards the pupils' argumentative writing in EFL writing classroom.
2. To depict the students' responses toward the writing instruction-based process approach.

RESEARCH METHOD

This study was conducted within a descriptive qualitative study that involved 28 third semester students as the research respondents who enrolled at Essay Writing course in ELESP, Faculty of Teacher

Training and Education, Universitas Mahasaraswati Denpasar.

Moreover, to attain a rich package of research data, the researcher observed the writing class, administered a pre and post-test, as well as conducted interview and Focus Group Discussion (hereafter, FGD). The observation involved all participants wherein the researcher recorded the phenomenon in the classroom. The findings from observation were detailed into questions that made up the interview and FGD protocols.

The interview was targeted towards a small group of students who were proficiently and acceptably represented the whole participants. Then the FGD engrossed all participants. Further, to support the data, 10 interviewees were requested to join the individual interview. They had been properly selected as they had been identified as being attracted in further follow up. Afterwards, the data gathered from conducting observation, interview and FGD were subsequently filtered, presented and verified.

FINDINGS AND DISCUSSION

Findings

This research was conducted due to the urgency of exploring the EFL writing classroom through writing instruction-based process writing approach to delve the pupils' argumentation towards latest issues of surroundings. To obtain the crystal clear of the writing capability, a pre and post-test administered. Moreover, interview and FGD were done to obtain data in the attempt of analytically investigating the students' direct response. The description of the obtained data as the result of administering the research instruments has been displayed as the findings of this

research. The data are properly listed as follows:

The Impact of Writing Instruction based Process towards the Pupils' Argumentative Writing in EFL Writing Classroom

To delve the impact of writing instruction-based process approach towards the students' argumentative writing, attentive observation was done to jot down detail information related to the process that the students experienced in EFL writing classroom. The observation was done in the preliminary observation and classroom meeting. The findings can be explored as follows.

Preliminary Observation

This research has been initiated by implementing the preliminary observation which was applicable in identifying the students' prior argumentative writing skill. They were reluctant to speak up and write down their argument. Actually, they thought of the recent phenomenon given during the class, but they tended to kept silent and waited the above average students to contribute.

Classroom Meeting

In meeting session, process writing approach had been conducted by applying 5 distinctive interconnected writing stages (prewriting, drafting, revising, editing, and publishing). The researcher prepared the writing instructions in each phase, the analytical scoring rubric before moving forward to the action. Prior to tracking the involved respondents in this research, having been well equipped, video was given. It was about plastic trash in Bali beaches, and the participants were told to

argue after being guided by the lecturer's questions.

Then the participants were involved within the process approach consisting of the 5 stages. They were introduced the art of argumentative writing by means of publicizing them with basic terms, then allowing them to practice establishing the relation amongst claims, reasons, and evidence. Subsequently, the respondents practiced analysing the use of argument in a text which enabled them to formulate an argument that composed a claim and counter-claim to reach a set of logical conclusions. To start their writing, all respondents had been led and taught to use an organizer to start their writing as well as explaining it and its intended purpose through writing instruction. The researcher modelled how to excavate ideas by means of the organizer, and then combined with guided writing. It was completed by the respondents practiced using it to ease themselves in writing.

In this meeting, the umbrella topic that the students must profoundly discuss was plastic trash in Bali beaches. They freely made their claim, dependable on which side they were on. It was identified that the respondents were unexperienced with the organizer. However, as the guided practice had been highlighted, they had been immersed in their writing activity. They began setting purpose of their essay prior to writing it. Its goal was to ensure them in selecting suitable foundations to argue on controversial issue.

The respondents organised their writing by using the organizer after deciding the writing purposes. They began constructing the claim and thesis statement within the bigger box. Then they made the topic sentence in the smaller box, and the

supporting sentences in the bullets. Deleting or revising the inappropriate ones were done simultaneously which yielded a better organizer as the writing outcome. Then, the previous activity had produced an outline after the students selected which best for their argumentation. They drafted their essay, and discussed it with their peer and the lecturer. The feedback given used to reflect their work and make significant progress. Having experienced a complete package of process approach stages, their final form writing was completed.

The Students' Responses towards the Writing Instruction based Process Approach in EFL Argumentative Writing Class

All ten interviewees' opinions on the writing instruction-based process approach were very positive. They found the writing instruction-based process writing approach was supportive in guiding them to choose intriguing and controversial issue and develop it in a stepwise mode. The writing instruction enhanced clarity of the proper points to develop within their essay, and also led them to strict on the purpose of the writing. The use of process approach phases initiated their idea to write which previously hardly to exist. Additionally, they had reported that they obtained more substantial confidence in writing arguments through the writing instruction-based process approach.

Peer and Lecturer Feedback

Even though self-monitoring surely assists a writer to reflect and to make improvements on the argumentative writing process, not only internal feedback but also one still plays a crucial role. Additionally, feedback session is when the real teaching

of writing takes place (Berold, 2015). Receiving feedback aims at helping writer to point out errors and suggests areas to be significantly improved. To facilitate peer and lecturer feedback, peer discussion and face to face discursion with the lecturer were done. The feedback given was based on the analytical scoring rubric which previously designed. Both feedbacks helped the participants to aware of how quality the content of their writing was. When they discovered grammatical mistakes in their essay, they revised them together. Peer discussion and face to face discussion with the lecturer promoted a more secure environment for the participants' interaction. Moreover, the feedback received by the lecturer from the respondents was beneficial. It is supported by (Astorga, 2007) that the feedback received from the students is valuable insight that enables to make compulsory adjustments.

Discussion

Within 21st century, teaching and learning is filled with challenge and opportunity. It is the effect of globalization which brings new scenarios of all life sectors include politic, social, culture, education and so forth which dependable on the contributions of students as future generations. At the threshold of the 21st century, as education copes with rapid changes; therefore, innovation, technology, and research are obligatory tools of education which cannot be obliterated (Singh, 1991). It emerges an assumption which education role is surmised related to the consequences and imperatives of the expansion of future education. In this case, education is the lead which plays great role in the future growth and development.

The world is changing at a speedy pace. The way of learning and teaching are gradually changing. In the past, it has been popular to have dictatorial models which gave way to gentler and more collaborative models. Additionally, students' curiosity about the world continues to be massive. Nowadays, compared with the previous era, students have the world at their fingertips. The use of technology greatly assists students in experiencing the world in a way that their parents and teachers never had done it. Moreover, technology transcends geographical and physical limitations as students learn to comprehend the world using their language and cultural skills which facilitate their connections to experiential learning.

Frankly speaking, content knowledge, 21st century themes, innovation skills, career and life skills are necessitated in this 21st century. Whereas to equip the 21st century students, they must be taught 21st century skills which furnish them to master 21st learning demands. In this case, the learning outcomes are categorised into some suppositions; 21st century learning is to change students' problem types (real-life and authentic), students are monitoring their learning and taking it deeper through various activities (pondering questions, figuring out answers, thinking analytically and systematically and being creative). These outcomes build the achievement of students in terms of their leaning, life and work. Moreover, Halvorsen (2018) states that 21st century learning promotes higher order skills which widely known as "4 Cs" that stand for creativity, critical thinking, communication, collaboration. The 4Cs also refer to the "21st Century Skills, and they are essential for learning knowledge then demonstrate it through performance.

Thus, innovation is needed in education, especially in teaching and learning process.

Gressick & Langston (2017) propose that innovation covers people's beliefs into consideration and offer opportunities for them to evaluate and rearrange their beliefs. Innovation can be successful if stakeholders are assisted and encouraged to identify and articulate their beliefs and, definitely, restructure them. Ownership is also required in innovating. Participants must be involved and given many possible opportunities in the design of systems, procedures, and responsibilities. This provides a clear advantage in providing a sense of ownership even though it takes ample of time. Successful innovation surely needs to be closed with the stakeholders' awareness. Furthermore, the support of administration party is pivotal to ensure that processes are implemented and to remind personnel what should be done to monitor and evaluate change.

Considering that innovation is crucial, and it takes several pivotal aspects, this present study was conducted. The imperative function of argumentative writing in EFL classroom has led the researcher to reinforce the writing instruction-based process approach. Having conducted the research, two research objectives had been used as the guidance to pave this study. The first objective was to explore the impact of writing instruction-based process approach towards the pupils' argumentative writing in EFL writing classroom. The second objective was to explore the students' responses toward the writing instruction based process approach. Mccarthey and Ro (2011) argue that a newer trend in writing instruction happens in the classroom which demonstrated through process writing.

Writing instruction-based process approach implemented in EFL writing classroom greatly emphasised and helped students to enhance their ability in argumentative writing as it involved some relevant yet interrelated steps to undergo including prewriting, drafting, revising, editing, and publishing. The detail of each activity were followed systematically by the students, so they could jot down their ideas and create a writing piece through developing the ideas. To comprise a prosperous yet reasonable argumentative essay, the writer does not only organize specific details like words, phrases and sentences, but also they should grasp the topic, develop the sentence, and organize the writing into united and coherent discourse which obviously successful puts ideas into writing. To develop rational concepts that are connected and ordered rationally with the aid of the writer's language, world, and strategic competencies, the writer should employ an acceptable style. Furthermore, to effectively and efficiently write and revise, writers must be alert on how to distinguish successful versus unsuccessful writing pieces, which highlights that assessing is a central part of teaching writing (Huot, 2002)

The writing instruction-based process approach also supported collaboration and peer supportive learning. Every student contributed and gave comments to others' work. They revealed that peer interaction and feedback were effective when the face to face discussion was conducted because they could directly listen to the comments related to their essay's strengths and weaknesses. Since it is well known that writing products are developed through a gradual process, it is improper to evaluate

writing using a single criterion or an objective test in which students' answers are compared to a predetermined list of correct ones on an answer key. However, a valid and reliable assessment of the written works made by learners must be facilitated by means of clear descriptors for each writing performance's level in the form of writing scale. Attali & Burstein (2006) identified that components such as grammar, usage, mechanics, style, organization, development, vocabulary and word length were eight significant features to be used, assessed, and evaluated within the writing scale.

On the other hand, the data collected by interview and FGD covered the pupils' responses towards writing instruction-based process approach. Most of them strongly agreed to the implementation of writing instruction process approach in evolving their writing. Most of the students agreed upon the use of writing instruction to elevate their writing. It is validated by active participation of the respondents during class. They were noticeably more creative in conveying their ideas.

CLOSING

Conclusion

To sum up, the findings of this study recommend the use of writing instruction-based process approach over argumentative writing within 21st century. The accomplishment of the writing instruction-based process approach depends largely on the combination of them which worked together, including process modelling of how to write arguments, analytical scoring rubric, students' self-monitoring and judgment of the argumentation procedure, and feedback from the peers and lecturer.

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