

THE IMPLEMENTATION OF PROCESS APPROACH IN PARAGRAPH WRITING FOR STUDENT IN UNIVERSITY

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Abstract: Writing plays an important role for English Foreign Language (EFL) in the real language teaching. This study is a qualitative study and presenting descriptively the data of condition that existed at the time. The subjects of the study are the lecturer in Writing I and the students of Writing I at STKIP PGRI Nganjuk. This qualitative research is conducted to investigate the implementation of Process Approach has been implemented, which involves the description, recording, and interpretation of condition that existed at that time. The sources of data of this study are verbal and non-verbal behaviors of the lecturer and the students' transcription in teaching and learning. There are some findings obtain from this study. The first finding is the steps of process approach are conducted sequent but the lecturer did not adjust the steps with the needs of syllabus. As a result, the lecturer only implements one step of planning in process approach namely listing technique. Thus, the implementation of process approach is small extent. The second finding shows that most of students respond well because they argue hat process approach is easy to be implemented. The last finding shows that students' ability is moderate because the most of students' scores in Writing I course is dominated by "B" score.

Key Words: Process Approach, Paragraph Writing

Introduction

Nowadays, English has become one of the most important languages all over the world. For this reason, it has been considered essential to improve the process of English teaching learning through media and technology. This new alternative of teaching process involves students to encode message in the media with the purpose to

make them perceive this message better than only with the print form. The English Language has become a very important subject within curriculum either in high school or university level.

Teachers, lecturers, students, parents, and society are responsible to achieve a good learning of students. Then, teachers and lecturers need to improve the technique to transmit knowledge in a productive way. On the other hand, students need to be motivated to learn. Therefore, being aware of the significances of the technique and strategy used is very important in teaching English. English language teaching includes four skills such as writing, speaking, reading and listening.

Writing skills are closely related to speaking and reading. Writing and speaking are both productive skills, but the latter relies on the natural mode, whereas the former materializes through the visual channel. There have been different theories trying to explain the relationship between writing and speech. The traditional belief which is strongly motivated by the structuralist and behaviourist schools contended that speaking is the genuine manifestation of language and writing is merely a rendering of the spoken language.¹

Writing skill is often ignored because there is assumption that the more important skill which must be mastered is speaking. Having ability to speak a language either English or other languages does not guarantee that someone will be able to write logically and coherently in that language. Written language is not merely spoken language put on paper; rather it is a distinct mode of communication involve among many things which are very different socio cultural norms and cognitive processes.²

Writing plays an important role for English Foreign Language (EFL) in the real language teaching and learning. Having ability of writing nowadays in society and schools is very important, and should be the essential objectives of the study.³ Writing activity can not be separated from process writing because it has been bandied for quite

¹ Maria Liach Pilar Agustín. *Lexical Errors and Accuracy in Foreign Language Writing*, (Bristol: Multilingual Matters, 2011), p.40.

² Sara Cushing Weigle., *Assesing Writing*, (Cambridge: Cambridge University Press), p. 19.

³ Kenneth Chastain, *Developing Second Language Skills* (3 ed.). (USA: McNally College Publsihing Company, 1979), p. 15.

3.Richards, Jack C., & Renandya, Willy A. (2002). (*Methodology in Language Teaching*. Cambridge Cambridge University Press.

a while in ESL classrooms. It is no more than a writing process approach to teach writing.

Moreover, the idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process but to construct process-oriented writing instruction that will affect performance.⁴ Therefore, process writing in the classroom may be constructed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point. Process writing as a classroom activity incorporates the four basic writing stages. Those are planning, drafting (writing), revising (redrafting) and editing.

On the other hand, writing skill is still assumed as the most difficult one. As the writer does not only have to generate and organize the ideas in the mind, but also have to be able to translate the ideas into reading. In writing, there are several components including contents, vocabularies, rhetoric, grammatical structures, and mechanics such as punctuation and capitalization.⁵ Alongside those statements above, the majority of language learners either students in high school or university students find various difficulties when they are doing writing activities especially to organize and write their ideas into a paragraph. They are afraid of making mistakes when they are writing. Meanwhile, most academic courses in English medium colleges and universities use essays or other written tasks to assess students' works. These are done as coursework, when a deadline of one or two months may be given, or in exams, when an essay often has to be finished in an hour.⁶

Meanwhile, in the context of education, it is also worth remembering that most exams whether they are testing foreign language abilities or other skills, it is still rely on the students' writing proficiency in order to measure their knowledge.⁷ Thus, at the university level, disciplinary knowledge and understanding are largely exhibited and valued through the medium of writing. Students can

⁴ Jack Richards C., & Renandya, Willy A. *Methodology in Language Teaching*. Cambridge University Press, 2002), p. 303.

⁵ Bambang Yudi Cahyono 2009). *Techniques in Teaching EFL Writing*, (Malang: State University of Malang Press, 2009), p. 10.

⁶ Stephen Bailey, *Academic Writing* (2 ed.), (New York: Routledge.), p.1.

⁷ Jeremy Harmer. *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.3.

begin to understand the significance of writing by becoming aware that writing takes particular conventional forms in different contexts.⁸

Moreover, D. Zemach and Rumisek (2005) assert that for the lecturer, the students who are non native English speaker who enroll in a college or university want to develop writing skills which lead to academic success. To the students, writing is very important part of their study in university. They will write assignments start from one paragraph into several pages long and write the answers on tests and exams that may be few sentences or a complete essay. Therefore; the lecturers need to teach and improve their students' ability in writing. The importance of teaching and learning in writing since learning to write in a second language is seen as an exercise in a habit formation. The writer is simply a manipulator of previously learned language structures. The reader is the ESL teacher who takes a role as editor or proofreader. They are not interested in the quality of ideas or expression but, primarily concerned with formal linguistics features.⁹

Furthermore, to be an effective teacher of writing which English as second language (ESL) composition professionals need an understanding what is involved in second language (L2) writing. The lecturers need coherent perspectives, principles, models and tools for thinking about second language writing and ESL composition in particular. It is useful for analyzing and evaluating competing views. Therefore, they need to provide and implement appropriate approach to teach writing in university level especially writing paragraph since paragraph writing is the basic skill which has been set as compulsory subject namely writing I. In writing I subject, the students learn the paragraph through the process of writing which is known as process approach. Writing I subject is the prerequisite to take writing II subject. One of the approaches which is believed suitable with the students' level of competence, interest, and need in teaching and learning writing especially paragraph in university level is process approach. The description of process approach stresses on¹⁰:

⁸ Coffin *et al.*, *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003), p.19.

⁹ Barbara Kroll, *Second Language Writing*, (Cambridge: Cambridge University Press, 2011), p. 11.

¹⁰ Christopher Tribble., (1996). *Writing*, (Oxford: Oxford University Press., 1996), p. 37.

.....writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text.

Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text. There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages such as : prewriting, composing or drafting, revising and editing.¹¹

There are some previous studies which show the benefits of process approach in teaching and learning writing. First is the study by Distefano and K Killion (1984) who focused on the use of process approach in teaching writing which was done by a group of Colorado teachers in faced with the preference of teaching the process model of writing at the elementary level. The data of the study inform that one looks at the different means across grade levels, it is not advisable to make comparisons. The finding clearly show that students whose teachers attended the process-model in service training performed significantly better than teachers who are in the skill approach of group on a number of criteria at all three grade levels.¹²

Second is the study which delivered by Hewins (1986) who did a survey to the foreign language teachers and their counterparts in France, have long been dissatisfied with their student writing. She found that the benefits of process approach to her are that the task of evaluating has become easier and more clear-cut as the writers, peer responders and proofreaders take more responsibility for improving the quality of the writing.¹³

Third is the study which delivered by MacArthur, Graham, Schwartz, and Schafer (1995) who evaluated the effectiveness of a model of writing instruction that integrated word processing, strategy instruction, and a process approach. Based on the data, the researchers believe that there is significance achievement from the

¹¹ Christopher Tribble, *Writing*. (Oxford: Oxford University Press, 1996).p 39.

¹² Distefano, Philip, & Killion, Joellen., *Assessing Writing Skills through a Process Approach. English Education*, 16(4), (1984)., p.203-207.

¹³ Catherine Hewins P. *Writing in a Foreign Language : Motivation and The Process Approach. Foreign Language Annals*, 19(3), (1986)., p.219-223.

students who are in the experimental classes. They made greater gains in the quality of their narrative and informative writing than 94 students with learning disabilities in 10 control classes.¹⁴

The fourth is a case study done by Moulton and Bader (1985) who found that the stages of writing: prewriting, planning, drafting, revising, and proofreading which illustrates the process approach are clearly defined and involve specific skills even if towards a language-disabled student named Jeff, he can reach beyond his limitations and strengthen his expression. The finding of this case study toward Jeff reveals the development of his sense of control and his regard for himself as a writer.¹⁵

The last previous study was done by Dyah Rinentahingsih, a student of post graduate at Surabaya State University. She did the study under the title Process Approach as Means of Improving Students' Writing Ability of the Junior High School. The study was employed classroom action research (CAR). The subjects of the data is 6 students of VII A in one State of Junior High School at Pare, Kediri East Java 2012/ 2013 academic years. She found that the implementation of writing as a process approach, the students' writing ability in the process of learning writing and producing descriptive writing was improved.

Furthermore, many studies of Process Approach implemented all English skill, but only a few study which concern with the specific English skills such as paragraph writing for university students. Thus, This article is focused on implementation of Process Approach by teachers in paragraph writing for the second semester university students in the classroom. Dealing with the fact, this research is conducted to describe in detail the implementation of Process Approach which is applied in paragraph writing at Writing I subject. Then, the study investigated the students' responses after implementing Process approach. The last is the students' writing

¹⁴ MacArthur, Charles A., Graham, Steve, Schwartz, Shirley S., & Schafer, William D. (1995). Evaluation of a Writing Instruction Model that Integrated a Process Approach, Strategy Instruction, and Word Processing *Learning Disability Quarterly*, 18(4),(1995),p.278-291.

¹⁵ Moulton, Jacqueline R., & Bader, Mary Sterling..The Writing Process: A Powerful Approach for the Language-Disabled Student. *Annals of Dyslexia*, 35(1), (1985), p.161-173.

ability for the second semester university students after process approach had been implemented.

Process Approach

After the product approach was mostly discredited, the tendency of the teaching of writing which is focused on product oriented approach, steps by steps moved to an attempt which is focused on the process of writing that led to the final product. The process approach is an attempt to take advantage of the nature of written code to give students a chance to think as they write. It is important to review the literature of process approach since it is the topic of this research¹⁶. Throughout the years, the different theories have offered direction on how to teach writing. There are different theories of approach which can be used to teach writing as follows¹⁷:

- a) Text-based approach which to teach general features of writing that characterise different text types, their structures, and rhetorical purposes.
- b) Process-based approaches to teaching writing, including the stages of prewriting, drafting and polishing a text; the use of peer review, and issues related to collaborative writing.

On the other hand, there are three approaches of teaching writing such as: product, process, and genre based approach. Then, each approach has its different criteria. The brief description will be discussed as follows:

- 1) Product approach

Product approach is a traditional approach to teach writing. It is a traditional approach in which the students are encouraged to mimic model text, usually is presented and analyzed at an early stage.

- 2) Process approach

Process approach described as follows:

Process-based approaches which to teaching writing, including the stages of prewriting, drafting and polishing a text;

¹⁶ Douglas H. Brown. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. (New York: Longman, 2001)., p.24.

¹⁷ Coffin, Caroline, Curry, Mary Jane, Goodman, Sharon, Hewings, Ann, Lilis, Theresa M., & Swann, Joan., *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003)., p.15.

the use of peer review, and issues related to collaborative writing¹⁸.

The process approach tends to focus more on varied classroom activities which promote the development of language use such as: brainstorming, group discussion and rewriting. Essentially, the process approach as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are messages and then using the language available to communicate that message in a process that evolves as it develops.

3) Genre based approach

Genre based approach considers writing as social and cultural practice. The purpose of this writing includes the context where the writing takes place, and the conventions of the target discourse community. Hyland (2003) claims that teachers who take a genre orientation to writing instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers.¹⁹

In accordance to this topic, this study explores more about process approach. According to Coffin, process approach is process-based approaches which to teaching writing, including the stages of prewriting, drafting, and polishing a text; the use of peer review, and issues related to collaborative writing.²⁰

The Steps in Process Approach

Process approach refers to the steps to teach writing which includes pre writing, drafting, polishing and revising a rough draft, then writing a final draft. Badger and White (2000) who proposed that there are different views on the steps those writers go through in producing a piece of writing, but a typical model identifies four steps

¹⁸ Coffin, Caroline, Curry, Mary Jane, Goodman, Sharon, Hewings, Ann, Lilis, Theresa M., & Swann, Joan. *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003), p.20.

¹⁹ Hyland, Ken. (2003). *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.20

²⁰ Coffin, Caroline, Curry, Mary Jane, Goodman, Sharon, Hewings, Ann, Lilis, Theresa M., & Swann, Joan. *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003), p.20.

such as: prewriting, composing or drafting, revising and editing (see p. 20). Coffin et al. (2003) illustrates the writing process approach which is very important to be consider. The illustration as follows:

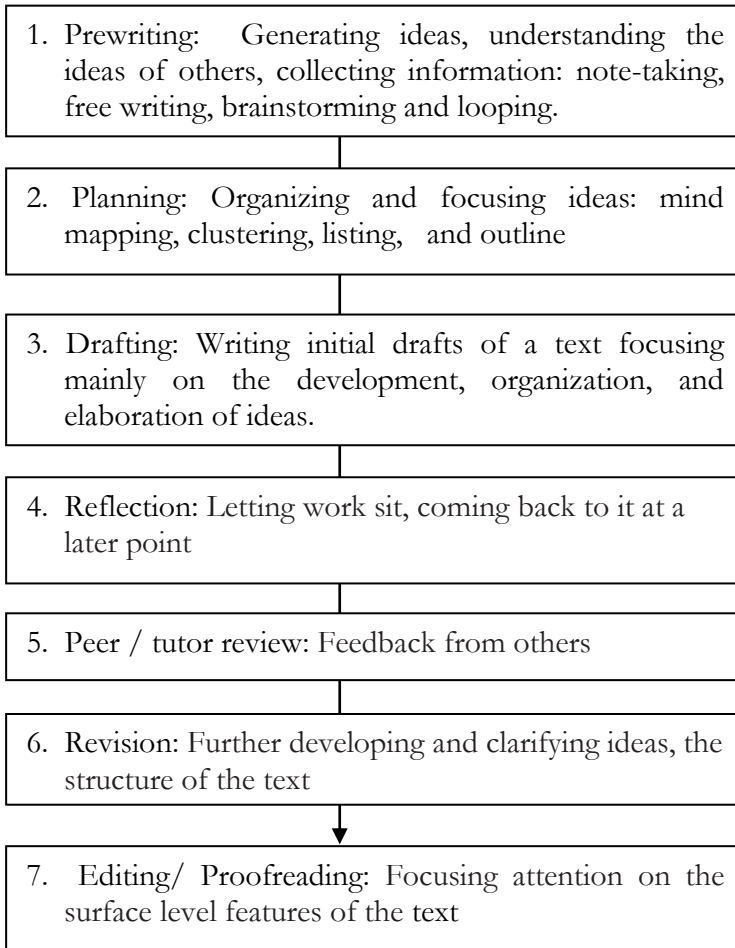


Figure 1 : The Writing Process Approach

Process approaches are premised on the notion that writing is an iterative process, as shown in Figure 1 involving the techniques that consist of pre-writing, planning, drafting, and its polishing

components such as reviewing and editing. Stages of the writing process can happen in various orders at different points.²¹

Paragraph Writing

Paragraph writing is the basic in academic writing for university students. In academic writing is to take the university student with an intermediate ability in English as second language from paragraph writing to essay writing. This subject combines a process approach which is also called as process of writing.²²

Process Approach and Paragraph Writing in Teaching Writing

Process approach is the process-based approaches to teach writing, including the stages of prewriting, drafting and polishing a text; the use of peer review, and issues related to collaborative writing; discuss how to integrate the teaching of the writing process with teaching specific text types and disciplinary forms of writing.²³

Teaching writing especially paragraph writing is proper to use process approach since the function of writing as a process approach refers to a strategy in teaching writing which uses and emphasizes on the process of creating a text. Those are the several steps, that should be done by the students such as pre-writing, drafting, revising, and editing.

Research Design

This research was designed as a descriptive qualitative research which carried out to investigate how lecturer implemented process approach in teaching paragraph writing for the second semester of university students. The objective of this research was to investigate and describe (1) the implementation of process approach applied by the lecturer to teach writing I subject which focuses on paragraph writing to second semester of English department students. (2). the students' responses toward the implementation of process

²¹ Coffin, Caroline, Curry, Mary Jane, Goodman, Sharon, Hewings, Ann, Lilis, Theresa M., & Swann, Joan. (2003). *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003), p.34.

²² Zemach, Dorothy E., & Lisa, A. Rumisek. (2003). *College Writing from Paragraph to Essay*. (England: Macmillan, 2003), p. 18.

²³ Coffin, Caroline, Curry, Mary Jane, Goodman, Sharon, Hewings, Ann, Lilis, Theresa M., & Swann, Joan. (2003). *Teaching Academic Writing* (1 ed.). (New York: Routledge, 2003), p.34.

approach in paragraph writing of writing I subject. All those two things are the research questions in this study.

This research was carried out at STKIP PGRI Nganjuk where located on Jl. Abdul Rahman Saleh 21 Nganjuk, East Java. The subjects of the research were chosen purposively. They were a lecturer of writing I course and students of writing I course. In this research, the lecturer of Writing I was chosen because he had implemented process approach in Writing I course. He also taught at English department since 2011 some English courses such as introduction to literature, psycholinguistic and Writing I in the even semester 2014/2015. While, the students of Writing I subject was chosen because the lecturer as the subject implemented process approach to teach Writing I course in this class upon the consideration that Writing I course was one of compulsory courses for English education students. Writing course was divided into four parts. They are Writing I, Writing II, Writing III and Writing IV.

Students of Writing I subject were the students who had not known yet anything either the strategy or media which used by the lecturer in teaching writing. Therefore, the appropriate strategy and media was very important to be implemented by the lecturer in teaching and learning writing due to Writing I was the basic level of writing and as the prerequisite to take Writing II subject. The researcher employed purposive sampling in choosing the students as the subject of this research.

Alongside those statements to answer the research question, in this study the researcher collected the data from observation through the learning process during the implementation of process approach for the first question. Then the researcher also used documentation to support the result of observation. The researcher interviewed the students after classroom observation in order to get the data concerned with the students' responses to answer the second research question. The researcher also collected and documented students' work in writing paragraph to answer the third research question.

Result and Discussion

In this study, process approach implementation which was observed by the researcher conducted five meetings in Writing I subject which focused on paragraph writing in second semester university students of English department. Based on the observations done by the researcher, it was found that the lecturer systematically

implemented each steps of process approach in several meetings and adjusted with the syllabus into several steps, those are; planning (pre-writing), drafting, revising and editing called as polishing text. The researcher found that one of those techniques which practiced by the lecturer was only listing technique because the lecturer said that it was the easiest one that be practiced by the students among clustering and free writing. The students were asked to list as many as possible the words which appropriate with the topic that they would write. It was indicated that the implementation of process approach was in small extent

The second aim of this study is to know students' responses after implementing process approach in paragraph writing. The way the students gave their responses honestly to the researcher's question when interview was conducted is accordance with the concept proposed by Creswell (2012) who stated that in qualitative research, the researcher ask open-ended question, hopefully the participant can voice the best based on their experience unconstrained by any perspective of researcher or past research findings because an open-ended answer is needed to allow the participant to create the options for responding. The researcher interviewed 10 students from 63 students in the class as the representative of population to know their responses after implementation of process approach. The researcher employed interview as data collection technique to get the verbal data sources in term of students' responses deal with the implementation of process approach. The students gave their responses honestly without become worrying to convey their felling and arguments dealt with the implementation of process approach. The researcher found that most of students were enthusiastic and interested in paragraph writing using process approach. Six students understand process approach when they were writing paragraph.

The last aim of this study was to know the implementation of process approach in paragraph writing at Writing I subject for the second semester university students exactly English department. Thus, the students' outcomes after implementing process approach were the students' writing ability in paragraph writing. Based on the syllabus, the basic competence is that students are expected to master any type of text.

The aim of this study was to see the implementation of Process Approach in paragraph writing. So, the students' outcome after the project based learning was implemented was the students' writing ability. Based on the syllabus, the basic competence is that students are expected to master any type of text. This subject covers the application of punctuation, spelling, and capitalization and grammatically corrects sentences in any type of text.

Based on the data presentation in students' writing ability in paragraph writing after implementing process approach in section 4.2 above, it can be displayed in the form of table as follows:

Students	Score	Note
S1	A (92,75)	The ability to write paragraph was good. She could arrange the words and phrases well, and the content of her paragraph was good. In addition, she could implement all the step of process approach because she also was active to ask questions when she did not understand she also were very enthusiastic in listening lecturer's explanation in the class. As a result, she got 95, 00 in final test.
S6	A (85,60)	The ability to write paragraph was also moderate. She could not apply correct tenses in writing her paragraph. But she could do all the steps of process approach because she likes writing I subject and the use of process approach. If she is compared to S1, she (S6) was seldom asks questions to the lecturer in the class. So, her sore in terms of effectiveness was only 80, 00. Then, her score in final test was 90, 00.
S3	B (80,20)	The ability to write the paragraph was moderate also like S6. She still had grammatically error (see words in bold) in her descriptive paragraph even though she had edited her paragraph after being revised by her friend in

		revising step. It seems that she was not focus on the grammar as the important part which should be edited before it became final draft.
S8	C (59,00)	The ability to write the paragraph was moderate, but she still need to learn more about tenses, how to organize her paragraph, how to arrange the sentences, word order, vocabulary and language focus. Actually she was active in the class, but she did not submit her final assignment in Writing I subject to the lecturer, so her total score was only 59, 00.

Conclusion

First based on the result of the findings and discussion, the implementation of those steps can be adjusted to the learning environment and the need of syllabus. In this study, the lecturer applied the steps based on the need stated in the syllabus. Hence, there is a space in the implementation of process approach when the lecturer may have improvisation in teaching and learning process to adjust with learning goals..Second, based on data obtained from interview, it is concluded that the students' responses after the implementation of process approach in paragraph writing is good. Most of them responded that process approach was easy to be implemented in paragraph writing.They are also enthusiastic when they are writing paragraph using process approach in Writing I subject. Third, based on the result of process approach implementation, it found that process approach can help students to accomplish the learning outcomes in paragraph writing.

Suggestion

The suggestions are made based on the findings that refer to the conclusions above. The suggestions are primarily addressed to the lecturer of Writing I subject and other researchers who are interested in conducting similar study.

This presents study explored the implementation of process approach in paragraph writing. Therefore, for the next researchers, it would be interesting to conduct further study in implementing

process approach not only in narrative and descriptive paragraph but also in other paragraph such as expository etc. The future researchers can investigate how process approach can be implemented in teaching not only in university level but also in senior or junior high school especially in writing skill. The lecturer explain all the techniques of brainstorming in brainstorming which actually the activity of getting ideas in planning step not only listing but also mind mapping and free writing..

1. The lecturer should be more discipline in teaching especially in taking decision dealt with the decision of what type of paragraph which will be written by the students. The lecturer also should be clear in explaining narrative and descriptive paragraphs to the students. The students think that descriptive is easy than narrative, therefore, they prefer to write descriptive than narrative.
2. The lecturer should be clearer in explaining the components of paragraph such as the content, organization, grammar, punctuation and mechanics.

This presents study explored the implementation of process approach in paragraph writing. Therefore, for the next researchers, it would be interesting to conduct further study in implementing process approach not only in narrative and descriptive paragraph but also in other paragraph such as expository etc. The future researchers can investigate how process approach can be implemented in teaching not only in university level but also in senior or junior high school especially in writing skills.

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