
The Effect of Mastery of Writing Theory and Writing Motivation on Writing Practices

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Abstract

The research aimed to determine the effect of students' mastery of writing theory and writing motivation on the writing practices of narrative texts. This applied a survey with a correlational technique. The analytical method used was a multiple linear regression analysis. The sample was 75 students with a total sampling technique. The result indicated that (1) both mastery of writing theory and writing motivation of the students had a positive and significant effect on students' writing practices of 64.936 at a significance level of 5%; (2) students' mastery of writing theory had a positive and significant effect on writing practices of 5.579 at a significance level of 5%; and (3) students' writing motivation had a positive and significant effect on writing practices of 2.167 at a significance level of 5%. Implications of the research are also discussed including improving the students' practice writing of narrative texts that can be done by increasing writing theory and writing motivation both partially and simultaneously.

Keywords

Mastery of writing theory, motivation, narrative text, practice

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Introduction

English is one of the important languages that must be possessed by students. In addition to being an international language that will support communication with other people, especially at this time there are many reference supporting lectures that use English. Consequently, students need to improve their English skills. Many students experience various difficulties in learning English due to factors of different levels of mastery of English (Megawati, 2016). This is reasonable, at the university level, for example, they only use English in the teaching-learning process. Accordingly, mastery of English in higher education is very low so that when they participate in seminars or workshops involving English resources, translation must be done. Supposedly, for the academic environment in this internet and digital era, translation is no longer necessary. If the problem cannot be resolved, the government's hope that all universities, including private universities in Indonesia go international, are merely wishful thinking (Panggabean, 2016). In learning English, EFL students still have problems, especially for writing skill. One of them is difficulty in narrative writing. According to Jacobson and Reid (2010), it is caused by students' writing skills that are currently low. Few students have demonstrated their level of expertise but most of them show difficulties in writing (Tracy, Reid, & Graham, 2009). Therefore, for students, writing must be a challenging learning because many students have not mastered it (Englert, Manalo, & Yong, 2003).

In fact, writing is intended to express ideas, thoughts, and facts in language that is easily understood and clearly intended (Darzhinova, 2019). Students must learn good writing skills that are very important to support academic and professional demands. Students' writing skills are very much needed not only to support academic achievement, but also to support their future work (Durga & Rao, 2018). According to Laina and Marlina (2018), there are several factors that EFL students face difficulties in writing. First, students have lack of practice in writing in the learning process. Most students feel very lazy and bored when the teacher asks them to do exercises in the form of writing because they think that writing is difficult, so they do not have much time to practice writing in class. Writing requires very complex skills. EFL students must pay attention to planning and organizing their writing, as well as spelling and punctuation. Second, they have lack of knowledge about grammar and vocabulary. For that reason, giving motivation to write to students is very important. Although this is not an easy thing (Dornyei, 2010), motivating EFL students in class, is often a complex and difficult task. This is reasonable because writing requires supports of psycho-sociological and linguistic abilities. Therefore, English teachers need to provide students with motivation in learning to write. Motivation is needed since it is the biggest force in encouraging students to learn languages, including writing. Personal motivation determines the extent to which students will be involved voluntarily, and will remain persistent despite facing difficulties in learning a foreign language. Without motivation that is powerful enough to learn the language, students will not be able to develop their language skills optimally (Musthafa, 2016).

In line with the issues in writing in English a foreign language above, students at the research site faced similar problems in writing English. Based on a preliminary study, researchers found four problems were faced by the students in writing narrative texts. First, students had difficulties in using language in learning. Second, students made mistakes in the use of verbs to express past actions. Third, students did not have much vocabulary; they were poor in expressing words in their writing. Fourth, students had difficulties in organizing texts. They assumed that writing was not easy and took up a lot of time. These four issues affect the classroom situation on learning to write English.

One of the writing skills that students must master is writing narrative texts. The narrative text is a story of human experience, so that students may easily arrange the composition. According to Richard and Schmidt (2002), the narration is a written or oral form composed of true or fictional stories. In the other words, narrative is a text which describes the events or actions sequentially. This research focused on the effect of students' mastery of writing theory on writing practice of narrative texts. Students better understand the writing theory, the better the students practice writing the narrative which is expected to motivate between one student to the other students to do the narrative writing assigned by their teachers or lecturers. There are many steps in writing a narrative text such as beginning, conflict, climax and endings classified as happy and sad ending.

There were three research objectives for this research: (1) to determine a significant correlation between mastery of writing theory and writing practices in narrative texts; (2) to determine a significant correlation between writing motivation and writing practices in narrative texts; and (3) to find out the contribution of the mastery of writing theory and writing motivation on writing practices in narrative texts. There were three research questions: (1) Is there any significant correlation between mastery of writing theory and writing practice in narrative text? (2) Is there any significant correlation between writing motivation and writing practice in narrative texts? (3) How much do the mastery of writing theory and writing motivation contribute to writing practice in narrative texts?

Literature Review

Writing practices of narrative texts

Writing is an activity expressing one's thoughts, ideas, and feelings expressed in written language (Rosidi, 2009). Gie (2002) reveals that each article or essay contains ideas from the author. Therefore, the process of writing or writing begins with an idea that comes to mind by someone who is going to write. Syarif, Zulkamaini, and Sumarno (2009) argues that writing is one form of communication that is done indirectly that characterized by the pouring of thoughts or feelings that utilize graphology, language structure, and vocabulary using written symbols so that they are acceptable and readable. Writing is not only limited to the pouring of ideas and information in sentences that must be grammatically correct, but the ideas or information need to be packaged in a form of text that has been mutually agreed

upon by the language user community (Pardiyono, 2007). Writing is essentially an effort to express what is seen, experienced, felt and thought into written language (Hakim, 2008).

Writing skills (practices) are the most complex skills, because writing skills is a process that requires experience, time, agreement, practice and requires a regular way of thinking to express it in written language (Tarigan, 2008). Therefore, writing skills need to get more and more attention as one aspect of language skills. Factors that influence writing practice are namely called internal and external factors. According to Slameto (2010), internal factors include health, interests, talents, and motivation while external factors, according to Djaali (2011), include family, the surrounding environment, and school. Abidin (2012) states that the factors that influence writing skills (practice) in the school environment, namely: (1) the low role of educators in fostering students to be skilled in writing; and (2) lack of educator touch in providing appropriate writing strategies.

Narration is a variety of discourses that tells the process of the occurrence of an event. The goal is to give readers a clear picture regarding phases, steps, sequences, or sequences of things happening. The form of this essay can be found for example in prose or drama, biography or autobiographies, event reports, and recipes or ways to make and do things (Suparno & Yunus, 2007). Keraf (2008) mentions the characteristics of narration as follows: (1) accentuates the element of action; (2) arranged in chronological order; (3) trying to answer the question "what happened?"; (4) has a conflict; (5) in the form of a story about an author's event or experience; (6) the event conveyed actually happened, it could be in the form of imagination or a combination of imagination and reality; (7) has an aesthetic value; and (8) emphasizes a chronological order. Thus, narrative text is a form of discourse in the form of stories about actions or human experiences. So, a narrative text is one of the types of writing which is retelling a story such as a fable and legend to entertain people. According to Djiwandono (2008), writing a narrative text is a series of activities in expressing ideas and ideas as outlined in the form of logical and coherent stories, and the media in expressing ideas in the form of language. From some of the explanations above, it can be synthesized that the practice of writing narrative texts is the activity of pouring ideas or ideas aimed at conveying information that is packaged in a text about the events of human behavior or experience that has occurred which is easily understood by the general public and is the highest level of communication. The practice of writing requires to process ideas combined with a choice of diction, a good sentence construction, and writing techniques. Through these writings, the readers will understand the intent to be conveyed by a writer.

Mastery of writing theory

Mastery can be interpreted as a person's ability in something in making a good writing, mastery of writing theory is needed. According Gie (2002), writing is closely related to thinking activities. The two complement each other, in this connection, writing and thinking are two activities carried out together and repeatedly. Writing is a container which is also the result of thought. In mastery of writing theory, there are some aspects of writing. According to Rosidi (2009), there are four indicators of writing theory, namely: (1) the

suitability of the title with the contents of the writing; (2) the correct use of spelling and punctuation; (3) the unity, cohesiveness, and completeness in each paragraph; and it is clear and easy understood by readers. The writing produced can be assessed well, if it is in accordance with predetermined aspects and criteria. According to Iskandarwassid and Sunendar (2011), in relation to the assessment of essays, there are several criteria used, among others: (1) quality and scope of content; (2) organization and content presentation; (3) composition; (4) cohesion and coherence; (5) language style and form; (6) mechanics; grammar, spelling, punctuation; and (7) writing neatness and cleanliness.

As a complex activity, according to Slamet (2007) writing must meet various requirements relating to writing techniques, including: (1) the existence of a unity of ideas; (2) the use of clear and effective sentences; (3) well-arranged paragraphs; (4) the application of correct spelling rules; and (5) adequate vocabulary mastery. Due to the complexity of the activities required for writing skills, it is not surprising that writing is not an easy task. That is, it is not easy for someone to produce a good writing. With the complexity of the skills needed, writing must be learned or gained through the process of learning and practicing seriously. Learning to write requires a method. One method is to practice long and continuously. So, mastery of writing theory is an ability pouring ideas aimed at conveying information that is packaged in a text that is easily understood by the general public and is the highest level of communication. The ability to write requires the processing of ideas combined with diction selection, good sentence construction, and writing techniques. Green, Johnson, and Adams (2006) state that instructions for writing narratives by utilizing the best evidence of synthesis, discussing approaches, beginning with the appropriate activity and ending with the right way in making a description. Zulela (2012) revealed that the assessment in narrative writing can be seen from the following aspects: (1) content/ideas (40%): ideas expressed in essays; (2) organization (30%): the composition of the essay is carried out in a balanced manner in the introductory sections, the discussion section (contents), the final section of the essay, or the composition; (3) linguistics (20%): the use of sentence structure, arrangement of word/phrase groups; (4) writing system (10%): use of punctuation, writing letters, numbers, and use of uppercase capital letters.

Writing motivation

According to Nasution (2002), motivation is something power or energy that moves someone's behavior. McDonald (in Hamalik, 2003) defines motivation as a movement of energy in a person that is marked by the emergence of reactions to achieve goals. Lasa (2005) argues that motivation is an attempt to use the deepest desires to achieve goals, help initiative, act effectively, and survive in the face of failure. Writing motivation does not only give power to the writing power but also gives clear direction. According to Hamalik (2003), the function of motivation is: (1) to encourage behaviors or deeds. Without motivation, there will be no action, for example writing; (2) as a director, which means directing actions to achieve the desired goals; (3) as a mobilizer, meaning that it moves a person's behavior. The size of motivation will determine sooner or later a job. So, the students should be given

the authority to control their activities. The teacher may involve them in writing activities; therefore, it can provide them with the sense of control over their academic outcomes. As the result, the students will be more motivated to learn to write.

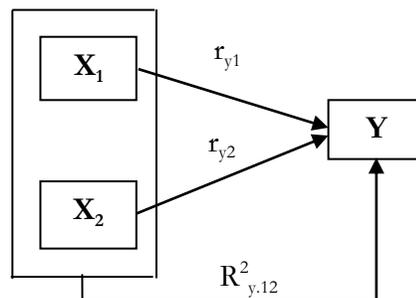
The extrinsic motivation usually deals with the environment of the learning process. Teaching technique is one of the elements of extrinsic motivation. When the teacher is not able to apply the technique which provides them with the activities for enjoying, the students will be easier to be unmotivated. Teacher's assessment is another element of extrinsic motivation. The students are usually curious of how their writings are assessed. Being able to know how the teachers give scores to their writing will increase their motivation to write better than they did in the previous lesson.

Methodology

Research design, participants, and locale of the study

The method used in this study was a quantitative one with a correlational approach. The analytical method used is a multiple linear regression analysis. This method was used to make it easy to find the effect of the independent variable on the dependent variables. This research was conducted without any treatment. The research design is presented below.

Figure 1. *Research design*



Note:

X_1 : Mastery of Writing Theory.

X_2 : Writing Motivation.

Y : Writing Practice.

$R^2_{y.12}$: Coefficient of the Simultaneous Correlation of both Variables X_1 and X_2 with Y

r_{y1} : Coefficient of Correlation of Variable X_1 with Y .

r_{y2} : Coefficient of Correlation of Variable X_2 with Y .

The research was done at one private university English department, Palembang, South Sumatera. The sample was 75 students with a total sampling technique.

Data collection and analysis

The researchers obtained the data by giving a test and questionnaire to the students. The test is given to know how far the students' mastery of writing theory. Questionnaire is given to know the students' writing motivation and writing practice of the narrative texts. In this study, the researcher uses a quantitative analysis. Data analysis techniques in quantitative research use statistics. In multiple regression analysis, linearity assumptions must be met. Therefore, the data obtained from the results of the study are tested for normality and linearity before being used to test the hypothesis.

Ethical considerations

This study employed persons as the key basis of the data. To deal with the ethics, while in Indonesia it is not common to get a human subject approval from any institution, we protected the participants who were totally volunteer in this research by covering their identities. Additionally, participation in this study was.

Findings

Normality analysis

A good regression requirement if the research data follows the normal distribution. Therefore, before testing the hypothesis, a normality test was performed. Normality-test was conducted to analyze the distribution of data in a group of data or variables.

Table 1. *Normality-test result*

One-Sample Kolmogorov-Smirnov Test				
		Writing Practice	Mastery of Writing Theory	Writing Motivation
N		75	75	75
Normal	Mean	35.36	60.73	34.96
Parameters ^{ab}	Std. Deviation	2.282	14.766	3.881
Most Extreme	Absolute	.139	.100	.094
Differences	Positive	.139	.100	.087
	Negative	-.086	-.088	-.094
Kolmogorov-Smirnov Z		1.243	.893	.840
Asymp. Sig. (2-tailed)		.091	.402	.481
a. Test distribution is Normal.				
b. Calculated from data.				

Table 1 presents that the value of significance level for all variables are more than .05. It has meaning that distribution of data in a group of variables was normal.

Regression of linearity analysis

Linearity test is performed to determine the techniques in regression analysis whether the independent variable (Mastery of Writing Theory) and the dependent variable (Writing Practice) are formed linearly.

Table 2. *Regression of linearity analysis of mastery of writing theory on writing practice*

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Writing Practice * Mastery of Writing Theory	Between Groups	(Combined)	2214.150	24	79.077	3.663	.000
		Linearity	1582.548	1	1582.548	73.303	.000
		Deviation from Linearity	631.602	23	23.393	1.084	.393
Within Groups			1101.050	51	21.589		
Total			3315.200	74			

Table 2 presents that the deviation from linearity = 1.084 at Sig. = .393 or less than .05. It has the meaning that students' writing theory and writing practice have a linear correlation.

Regression of linearity analysis of writing motivation on writing practice

Linearity test is performed to determine the techniques in regression analysis whether the independent variable (Writing Motivation) and the dependent variable (Writing Practice) are formed linearly.

Table 3. *Regression of linearity analysis of writing motivation on writing practice*

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Writing Practice *Writing Motivation	Between Groups	(Combined)	2235.841	11	149.056	8.838	.000
		Linearity	2006.016	1	2006.016	118.946	.000
		Deviation from Linearity	229.825	10	16.416	.973	.490
Within Groups			1079.359	64	16.865		
Total			3315.200	74			

Table 3 presents that deviation from linearity = .973 at Sig. = .490 or less than .05. It has the meaning that students' writing motivation and writing practice have a linear correlation.

Test of hypothesis

There were three hypotheses proposed. To answer the hypotheses that had been made previously, multiple regression analyses were used.

Table 4. *Multiple regression analysis result of mastery of writing theory and writing motivation on writing practice*

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	35.414	8.122		4.361	.000
	Mastery of Writing Theory	.864	.155	.600	5.579	.000
	Writing Motivation	.185	.085	.233	2.167	.033

a. Dependent Variable: Writing Practice

Table 4 presents hypotheses analysis that can be written in the form of a regression equation as follows. To find out the result of test on each hypothesis, it can be explained as follows.

$$Y = 35.414 + .600X_1 + .233 X_2$$

F-test analysis

F-test was conducted to analyze hypothesis III: there had a positive and significant effect both students' mastery of writing theory and writing motivation simultaneously on writing practices. The hypothesis acceptance criteria, namely H_0 , were rejected if the significance was less than the error level of 5% (.05).

Table 5. *The result of coefficients of regression analysis of mastery of writing theory and writing motivation on writing practice*

Model		ANOVA ^a				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	2081.252	2	1040.626	64.936	.000 ^b
	Residual	1233.948	72	16.025		
	Total	3315.200	74			

a. Dependent Variable: Writing Practice

b. Predictors: (Constant), Mastery of Writing Theory, Writing Motivation

Table 5 presents that F-test = 64.936 is more than the F-table of 2.730 ($\alpha = .000$). It means that both students' mastery of writing theory and writing motivation had a positive and significant effect on writing practice (F= 64.936; $p < .05$).

Coefficient of determination (R^2) analysis

The coefficient of determination (R Square) means the contribution of the influence given by the independent variable (mastery of writing theory and writing motivation) to the dependent variable (writing practice). In other words, the value of the coefficient of determination is used to see the contribution of influence that is given by the independent variables simultaneously to the dependent variable.

Table 6. *The result of coefficient of determination analysis*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.628	.618	4.003

a. Predictors: (Constant), Writing Theory, Writing Motivation

Table 6 presents that R Square = .628; Adjusted R Square = .618. The contribution of both mastery of writing theory and writing motivation on writing practice was 62.8%.

T-test analysis

T-test was conducted to analyze hypothesis I: there had a positive and significant effect of students' mastery of writing theory on writing practice. And also hypothesis II: there had a positive and significant effect of students' writing motivation on writing practice. The hypothesis acceptance criteria, namely H_0 , were rejected if the significance was less than the error level of 5% (.05).

Table 7. *The result of t-test*

Coefficients						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	35.414	8.122		4.361	.000
	Mastery of writing theory	.864	.155	.600	5.579	.000
	Writing motivation	.185	.085	.233	2.167	.033

b. Dependent Variable: Writing Practice

Table 7 presents that students' mastery of writing theory (t-test = 5.579; Sig. = .000) and writing motivation (t-test = 2.167; Sig. = .033). Therefore, it looks as follows.

1. Test of Hypothesis I: students' mastery of writing theory had a positive and significant effect on writing practice (t-test=5.579; Sig.= .000). Meanwhile, t-table = 1.994; α = .05. So, t-test is more than t-table, while Sig. is less than α . So, H_0 was rejected, while H_1 was

accepted. Thus it can be stated that mastery of writing theory had a positive and significant effect on writing practice.

2. Test of Hypothesis II: students' writing motivation has a positive and significant effect on writing practice ($t\text{-test} = 5.579$; $\text{Sig.} = .000$). Meanwhile, $t\text{-table} = 1.994$; $\alpha = .05$. So, $t\text{-test}$ was more than $t\text{-table}$, while Sig. was less than α . So, H_0 is rejected, while H_1 was accepted. Thus it can be stated that students' writing motivation had a positive and significant effect on writing practice.

Discussion

The effect of students' mastery of writing theory on writing practice of narrative text. The result of study showed that students' mastery of writing theory has a positive and significant effect on writing practice. As stated by Abidin (2015) that the factors that influence writing skills (practice) in the school environment, namely: (1) the low role of educators in fostering students to be skilled in writing; and (2) lack of educator touch in providing appropriate writing strategies. As a result of study by Rosidi (2009), there are four indicators of mastery of writing theory, namely: (1) the suitability of the title with the contents of the writing; (2) the correct use of spelling and punctuation; (3) unity, cohesiveness, and completeness in each paragraph; and (4) clear and easily understood by the reader.

The effect of writing motivation on writing practice of narrative text. The result of the study showed that writing motivation has a positive and significant effect on writing practice. As a result of study by Slameto (2013) that internal factors include: health, interests, talents, and motivation. Based on these opinions, motivation affects writing practice. This is reasonable because without strong motivation to write, students will not do writing activities. Theoretically, motivation to write is all inner strengths that strengthen each person to do the writing activity. So, writing motivation is an inner strength that determines one's success in writing practice. Students need writing motivation, because with motivation they will be active to practice writing.

The effect of both mastery of writing theory and motivation on writing practice of narrative text. The result of study showed that both writing theory and writing motivation have a positive and significant contribution on writing practice. As stated by Iskandarwassid and Sunendar (2011), that in relation to the assessment of essays, there are several criteria used, among others: (1) quality and scope of content; (2) organization and content presentation; (3) composition; (4) cohesion and coherence; (5) language style and form; (6) mechanics; grammar, spelling, punctuation; and (7) writing neatness and cleanliness. As a result of study by Lasa (2005) who claims that motivation is an attempt to use the deepest desires to achieve goals, help initiative, act effectively, and survive in the face of failure. Writing narrative text not only requires writing theory, but also needs writing motivation support. Writing theory owned by students will not be able to realize writing practice as desired without the support of writing motivation. Students who are lazy to write will find it difficult to develop their writing.

Conclusion and Implications

The results of the study conclude that (1) students' mastery of writing theory has a positive and significant effect on writing practice of 5.579 at a significance level of 5%. This gives meaning that the better students' writing motivation is, the better students' writing practice will be. (2) Students' writing motivation has a positive and significant effect on writing practice of 2.167 at a significance level of 5%. This gives meaning that increasing students' writing motivation will affect students' writing practice. (3) Both mastery of writing theory and writing motivation of the students have a positive and significant effect on students' writing practice of 64.936 at a significance level of 5%. This gives meaning that the better mastery of writing theory and writing motivation are; the students' writing practice will increase. Therefore, to improve the students' writing practice of narrative text, it can be done by increasing of mastering of writing theory and writing motivation both partially and simultaneously.

Based on the results of these studies the implications can be stated theoretically and practically as follows. Theoretically, (1) strengthening the mastery of writing theory influences students' writing practice. To improve students' writing practice skills mastery of the theory, it is needed so that students do not have difficulty in pouring language skills. (2) Students' writing motivation has an influence on student writing practice. Students with a high writing motivation have the ability to practice writing better than students with a moderate or low writing motivation. It is expected that the teacher can grow the writing motivation to students in various ways according to the ability of the teacher and interesting for students. Practically, the results of this study can be used as input for teachers and pre-service teacher. Improving themselves in connection with the learning of writing that has been done and students' writing practices that have been achieved by paying attention to both writing theory and writing motivation of students to improve students' practical abilities.

Disclosure statement

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