Students' Writing Process for Project Ibunka: A Case Study of EFL Writers

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Abstract

Project Ibunka is an online cross-cultural exchange program that has a text-based bulletin board discussion where the students from various cultures can write about several topics from school life to social issues and give comments to each other. In the context of this study, this program is used as a media to develop students' writing skill. This study aims to reveal the students' writing process in the Project Ibunka. This case study involves 15 English department students who take part in the project for more than twelve weeks. The data are collected through observation and interview and they are analyzed qualitatively. The findings reveal that most students experienced all stages of writing process from prewriting, drafting, revising, editing and publishing. However, the arrangement, the way the students put the stages into practice and how they applied their strategies at each stage were various. In prewriting, for example, the students experienced a different mixture of conversation, silent thinking, reading some sources, clustering, and outlining strategies. In drafting, most students focused on writing their ideas and avoided losing the ideas by mixing the language while the others did revision and editing during the drafting process. In revising and editing, the students asked for feedback and utilized technologies to help them improve their writing. Even though all students published their writing in Project Ibunka, each student had a different experience of the publishing process. It shows that all writers have their way and strategy that work for them and what works for a writer may not work for another and vice versa.

Keywords: Project Ibunka, Writing, Writing Process, EFL

1. INTRODUCTION

Writing is a complex process (Bell & Burnaby, 1984 in Nunan, 1989 cited in Gonzalez, 2010) which is far from being spontaneous or easy (Hedge, 2000 cited in Gonzalez, 2010). Moreover, in EFL settings, this skill requires exhaustive work for both teachers and students (cited in Gonzalez, 2010) since the students only learn English writing mostly in the classroom (Huang, 2004). This circumstance also occurs in Indonesia. Outside the classroom, the students find a little chance to practice English writing that lead to limited comprehensible input (Krashen, 1982 cited in Huang, 2004). Whereas, this input is the main factor in promoting second/foreign language acquisition (Krashen, 1994 in Huang 2004) and writing proficiency (Reid, 1993 in Huang, 2004), which is significant for students to master their academic writing.

Besides, many EFL learners still meet some obstacles in transferring the meaning from *Bahasa* to English contexts to produce a readable and sensible writing piece (Ariyanti, 2016 in Husin & Nurbayani, 2017).Therefore, it is not surprising that many students face difficulties in the process of writing such as writers' block and low proficiency (Maolida, 2015). Furthermore, based on our direct observation and evaluation, it was found that the writing skill of the students in our department was lower compared to other skills such as speaking. One of the causes was lack of elaborative and reflective writing culture; they tend to write short expressive texts instead of elaborative texts. The low level of reading also becomes another possible cause of the low ability of students in writing since through reading one has incidental contact with the rules of grammar (Johnson, 2008).

Those writing obstacles require teachers to look for various ways to improve students' skill in composing and developing ideas into an elaborative text.In regard to such evidence it was considered that Project Ibunka, a cross-cultural exchange forum which goes online in a web bulletin board (WBB) discussion among ESL/EFL learners, can be used as a medium for students to develop their writing ability since this forum is a way to share the participants' cultures from different countries which will draw the students' interest to get involved in the Project.Moreover, the various themes available in the Project are also expected to attract students' motivation to write, which in turn is expected to develop students' ability to compose an elaborative and reflective writing. This research aims to look at the students' process of writing for Project Ibunka that will be beneficial for writing teachers to consider and reflect.

2. LITERATURE REVIEW

Many studies indicate the benefits of using the process approach in writing particularly for EFL learners as presented by VanderPyl (2012) who applies the process approach to writing in Myanmar; he adapted the theory and developed his own idea which was called The Independent Professional Project. This was his product of experimentation when he developed the approach into his classes. It is a concept course with an overview, a scope, a practical graphic presentation of sequence, and a sample unit with lesson plans and materials that can be applied theoretically and conceptually to any English language-learning environment

(VanderPyl, 2012). Concerning writing in a blended learning setting, Purnawarman et al. (2016) conducted a study regarding the use of Edmodo to facilitate their Indonesian millennial students in writing as a solution to provide technology for writing classes. The study has a purpose of investigating how Edmodo as a learning platform was implemented in teaching writing using the process approach in combined with Genre-Based Approach, how the learning platform can develop students' engagement, and how the students' opinion regarding to the use of Edmodo in teaching and learning activities. The result reveals that it was possible to integrate Edmodo into GBA writing cycles. Edmodo also developed student's engagement cognitively during the classroom sessions. Some problems dealing with the use of Edmodo were also reported in the paper such as the problem in the internet connection, flurry in how to operate Edmodo, inappropriateness of Smartphone applications, and the lack of students' commitment in learning (Ibid, 2016).

The next study that contributes to current research is from Gonzalez (2010) who researched the process approach to writing to improve EFL writing students in Birmingham. She recognizes that students need to obtain communicative competence to reach students' input on comprehensive and meaningful learning (Hedge, 2000 in Gonzalez, 2010). She describes the process approach to writing with various stages by using five different text types which she believes will enhance their writing skill. She then analyses the five different genres of her students to reveal the characteristics of her students and describes how her students convey their ideas in the texts.

The last study which influences this study comes from Abas and Aziz (2016) who adopt classifications of L2 writing process from William (2003, in Abas and Aziz, 2016) and adapt writing strategies categories from Leki (1995, cited in Abas & Aziz, 2016), Sasaki (2000, cited in Abas & Aziz, 2016), and Mu (2005, cited in Abas & Aziz, 2016). Their study also reveals that the stages on the writing process were recursive in nature and happened at the same time with each other. Whereas the writing strategies found in the writing process stages were relating the topic to past knowledge and experience, taking the readers into consideration, talk-write, free writing, outlining, listing, seeking help, using online materials, focusing on the mechanics of writing, and text organization. This result implies that what works best for some students could be unsuitable for the others, and what functions appropriately for one assignment may not fit another.

2.1 Writing Process

In the beginning, Flower and Hayes (1981) propose a cognitive process approach in writing as a breakthrough toward product based approach which sees writing as a product. Product-based approach in writing focuses on students' ability to utilize vocabulary, syntax and cohesive devices in their piece of writing (Pincas, 1982 in Badger & White, 2000 cited in Gonzalez, 2010). The learning goal of this conventional approach was to guide students to produce a well-structured essay by providing them with models and examples of the target product (Shannon, 1994 in Gonzalez, 2010). However, since the approach focused on the product, it appears to

be a grammar exercise in a restrained context (Shing, 1992 in Gonzalez, 2010). The teacher's role focused on correction to students' grammatical error and as a supporter of those grammatical points (Gonzalez, 2010). While in the process approach, students are given opportunities to use their cognitive process to compose the content such as generating ideas, group work, and conferencing (Silva, 1997 in Puengpipattrakul, 2014) which are essential elements that a writer has to include in the writing activities. Gibbons (2002, cited in Ariyanti, 2016) adds that the process of writing such as selecting a topic, pre-writing, outlining, drafting, revising, editing and proofreading can form the students' critical thinking towards the topic and the content. Therefore, process of writing is necessary since it deals with a cycling form of rewriting, revising and editing to improve the writing and reach the complete thought (Flower & Hayes, 1981; Wang, 2015 in Ariyanti, 2016). In addition, Zamel (1983 in Hedge, 2000 cited in Gonzalez, 2010, p.7) studied an advance ESL College writing class and revealed that:

a) Planning not only took place at the beginning of their writing process but also recurred while composing.
b) They had individual strategies to trigger writing: some took notes while others simply started to write.
c) Their writing process was "recursive and generative": they reviewed, re-read, reacted and modified their work to improve it. Poor writers reviewed at a sentence level, while more advanced writers would re-read complete paragraphs.
d) They revised their texts by writing something new, eliminated information, reorganized, etc.
e) Linguistic problems, such as vocabulary doubts, were left aside when writing. Instead, some students wrote the word in their L1 to avoid losing the sequence of ideas when writing.
f) Writers edited their text once finished.

In addition to Zamel's finding, Raimes (1985 in Hedge, 2000, cited in Gonzalez, 2010) adds that during writing, composers would consider the purpose and the audience of their work, they consult their background knowledge. They let ideas hatch. They arrange. While they write, they reread what they have written. In line with Zamel's findings, Raimes (1985, in Hedge, 2000, cited in Gonzalez, 2010, p.8) states that:

'Writers do not follow a neat sequence of planning, organizing writing and then revising. For while a writer's product the finished essay, story or novel- is presented in lines, the process that produces it is not linear at all'

The evidence implies that in the real situation, the suggested stages of writing process are not always as regular as the theories give. Since drafting, revising and editing are closely connected in the writing process (Flower and Hayes, 1989 in Hyland, 2003 in Gonzalez, 2010). This is in line with Abas & Aziz's (2016) statement that there is no greatest way to go about performing the writing process

which indicates that what works perfectly for some students may not work successfully for others.

The stages of the writing process are generally divided into five activities including; *prewriting, drafting, revising, editing,* and *publishing.* Prewriting activity is planning the content of the essay and organizing it (Graham, 2006 in Bayat, 2014). It deals with generating ideas by using strategies as listing, brainstorming, outlining, silent thinking, conversation with a neighbour, or power writing (Johnson, 2008). Planning is also about the purpose of the writing, the audience target, and the content structure of the written product (Harmer, 2004).

The next step is drafting. Johnson (2008, p.179) describes drafting as 'the writer's first attempt to capture ideas on paper.' It means the writers do not need to be worried about the spelling and mechanics of the writing. It is more emphasised on the quantity of the writing instead of the quality. Therefore, only the appropriate or relevant ideas should be taken to the next step of the writing process (Ibid.). However, drafting needs time, patience, and specific training (Brown, 2007 in Gonzalez, 2010), in which a student may find difficulties. After drafting, feedback is a tool to intensify repeated drafting activities (Gonzalez, 2010). Hyland & Hyland (2006) define feedback as a significant component in writing since it helps students to acquire a better concept of their compositions, their readers, and their writing process which support the awareness of written language. Peer feedback promotes writing process which focuses on drafting and revising (Liu & Hansen, 2002 in Gonzalez, 2010).

The next is revising. Johnson (2008) calls this the heart of the writing process since a writer could revise and convert the piece many times at this stage. Grave (1983 in Johnson, 2008) recommends that students should take a chance to think and determine which draft they think is suitable to develop their piece. In most cases, he added, students identify only one feasible draft from five ideas which turn into a final product.

Step four is the editing. This is the time for correcting the grammar, spelling, and punctuation errors. It is not recommended for writers to do those activities while they revise the piece (Johnson, 2008). The correcting activities will ruin the process of developing the ideas into the composition of a piece since doing editing will cause students to be less attentive, which affects the quality of the content. Johnson (2008) also suggests always asking editors to do the 'proofreading' activity. This editor role can be done by the writer's friend or the teacher.

The last step is publishing. This is where students' writing is shared with the audience (Johnson, 2008). In this last stage, teacher can involve media to publish the students' writing product (Ibid.) including a class book, collection of writing, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog (Akdağ& Özkan, 2017), utilize applications on the World Web which facilitate English writing such as Edmodo (Purnawarman et.al., 2016) and Project Ibunka (Watanabe, 2007). The illustration of the writing process adapted from Seow (2002) is presented in figure 1 as follow:
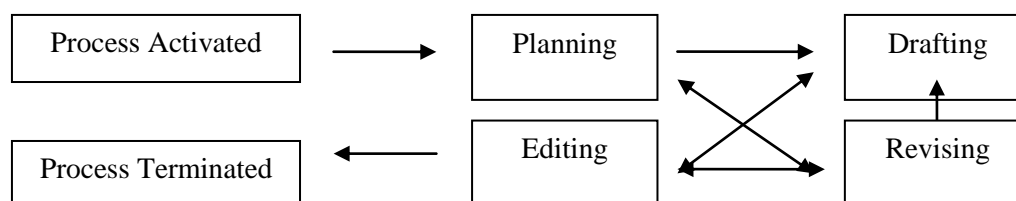
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┌─────────────────────┐        ┌─────────────────┐        ┌─────────────────┐
│  Process Activated  │ ─────▶ │    Planning     │ ─────▶ │    Drafting     │
└─────────────────────┘        └─────────────────┘    ╳   └─────────────────┘
                                                                  ▲
┌─────────────────────┐        ┌─────────────────┐        ┌─────────────────┐
│ Process Terminated  │ ◀───── │     Editing     │        │    Revising     │
└─────────────────────┘        └─────────────────┘        └─────────────────┘
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Figure 1: The Writing Process activities adapted from Seow (2002)

2.2 Project Ibunka

This online project facilitates English learners to communicate each other, to exchange their cultures, to share knowledge as well as to practice writing in English (Watanabe, 2007). It is in line with the term 'Ibunka' which has meaning 'different cultures' in Japanese. The founder of this project is Professor Masahito Watanabe from Japan. The form of this project is a web-based bulletin board which can be operated if the participants are connected with the internet.

Furthermore, Project Ibunka provides three main activities including; 1) text-based bulletin board discussion, 2) chat sessions and 3) video letter exchange. Among them, students' involvement in the bulletin board discussion is the focus of our study. Various themes are provided, they are School Life, Cultures, and Social Issues. In this case, partner teachers are in charge to supervise students' posts and interaction. Each week, Professor Watanabe will select the best posts of the week and publish them in the weekly newsletter.

3. RESEARCH METHODS

This research is a case study that utilises qualitative approach. The data were collected by observing the students' interaction and writing process in Project Ibunka forum as well as observing students-students', and students-coordinators' interaction in Whatsapp group during the Project. In addition, students' written texts during the process of writing such as drafting, revising, editing and publishing were also analysed. Furthermore, an interview was conducted to support the data for deeper understanding of the students' writing process for Project Ibunka.

The participants were fifteen students of English department in a private university in Cianjur who joined Project Ibunka voluntarily. In this case, their participation in this project was not part of the formal writing class and did not contribute to their score in writing class. Even though it was not part of the formal writing class, the students joined Project Ibunka to enrich their writing experience and to develop their writing skill. The students participating in this study consisted of 11 females and 4 males who were in the sixth semester of learning English as a foreign language. The instruments used in this study were interview transcription, documentation of written conversations from the Whatsapp group of Ibunka Project during three months of the writing process, observation notes and students' writings.

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4. FINDINGS AND DISCUSSION

This part describes and discusses the findings of study focusing on the students' writing process during the project. As stated by Raimes (1985, in Hedge, 2000, cited in Gonzalez, 2010), writers, in fact, do not adhere to the arrangement of writing stages, and similar findings also happened in this study. The evidence shows that the students went through the stages of the writing process in various ways such as some students revised and edited their essay at the same time while the others did the activities at a different time. It is relevant to Abas & Aziz's (2016) opinion which affirm that there is no best way to perform the writing process.

4.1 Pre - Writing

Prewriting activity is planning the content of the essay and organizing it (Graham, 2006 in Bayat, 2014). From observing Whatsapp group interaction, it was found that many students did pre-writing by chatting in the group, such as asking the topics available in Ibunka, asking about their topic choice and making sure if their writing planning was on the right track.

Figure 2: Students Discussing Their Writing Planning through Conversation in Whatsapp group

As the evidence is shown in Figure 2, the students made conversation by asking about a topic they were going to write. Here the students used 'the conversation' pre-writing strategy to generate their ideas. A student asked whether she could write about other countries' culture or she had to write about Indonesian culture. Another student asked if a dolphin circus can be categorised as animal abuse. The evidence clearly supports the data similar to the 'doing conversation' pre-writing stage in Johnson (2008).

Meanwhile, the data from the interview reveal several pre-writing strategies they utilized including silent thinking, reading some sources, outlining, listing

(brainstorming), clustering (web), free writing (Power write) and doing conversation (conversation turn to a neighbour) as stated in Johnson (2008). Furthermore, mostly, students use the strategy more than one such as silent thinking - reading some sources - clustering, reading some sources - listing, silent thinking – reading - outlining, and other strategies. The following are the extracts taken from the interview transcription dealing with the pre-writing strategy used by students:

> AY: "First thing I did was choosing the specific topic, thinking about my experience regarding to the topic, finding some references from books and the internet, and make some lists about the general and the specific descriptions suitable for the topic." (The Pre-writing strategies are including; silent thinking – reading – listing).
> (Extract 1)
> SM: "What I did was thinking about what was the interesting theme to write which I often got involved and had experienced to the theme. Then when I hesitated to start writing, I asked for my friend's recommendation." (The Pre-writing strategies are including; silent thinking – doing conversation).
> (Extract 2)

In Extract 1, the student's first strategy is by thinking about her experience about the topic, since thinking about experience is easy to say, however it is also hard to do. Then, she did reading to find some relevant sources to relate to her story and at last she did listing activity by classifying the general idea into specific details which supported the story. Similar to extract 1, in extract 2, SM did silent thinking as her first pre-writing strategy. Here, SM explained that she thought about the interesting topic nowadays, which means that SM considered the audiences who would read her writing. In this case, it is in line with Raimes (1985 in Hedge, 2000, cited in Gonzalez, 2010) that writers will think about the aim and the readers of their writing. After thinking about the selected theme and the audience, she did conversation with her friends. Since prewriting activity is to design the content of the essay (Graham, 2006 in Bayat, 2014) which then will help the writers to go through the next stage, most students used more than one strategies to do planning.

4.2 Drafting

'The draft is where students make the first attempt to capture their ideas on paper' (Johnson, 2008, p.179). As the first attempt of writing in a complete paragraph, in the process of drafting writers do not need to worry about spelling and grammatical errors since it will disturb their idea to come out (Ibid.). This theory is relevant to the evidence from the interview. Most of the students state that in writing the first draft, it is not necessary to think about the grammatical errors, the most important thing is the content of the writing. In this case, the students realize that initial drafts do not need to be well arranged (Abas & Aziz, 2016). Most of them typed the whole text, read the text and did self-revising (omitting the unnecessary words, putting new words and rewriting).

LD: "I write directly as I thought in my mind, since in my opinion the ideas will come when I write steadily without pausing in one of the paragraphs whether to change the sentence or to edit it."
(Extract 4: drafting strategy)

MI: "I write what I thought in my mind, and then I revise and edit my work by providing some supporting data"
(Extract 5: drafting strategy)

Extracts 4 and 5 describe how the drafting process went on in the Project. Both extracts show that in drafting, the main thing to do is writing the content without considering spelling and grammatical errors. LD even said that when she was writing the first draft, she never stopped writing until the story had its ending. Meanwhile, in Extract 5, MI adds some data to support his ideas in the writing after revising and editing on his own.

Furthermore, it is revealed that when the students found difficulties in thinking some words or phrases or sentences in English, they did code mixing when they did drafting to avoid losing their ideas.

To make their writing coherent, most of the students listed the topic sentence of each paragraph, then they developed the idea into supporting details. One of them gave additional tips that to make the story coherent, she rewrote the idea of the first sentence to the last sentence in the paragraph. By doing this, the idea from one paragraph to another was connected. Meanwhile, FW, one of the participants, used an analogy to make his topic sentence coherent to others.

SM: "I restate the idea of the first sentence into the last sentence of the paragraph, and then I will connect it to the next paragraph."
(Extract 6)
FW: "I use analogy to unify my writing, even it is difficult to find a suitableone" (Extract 7)

Drafting stage is not complete without getting feedback. Getting feedback from readers after drafting is necessary since the responses to writers' draft will make the story become alive and give ideas for the revision sequence (Johnson, 2008). In this study, the students asked for feedback from their partners and their Ibunka coordinator (lecturer). In this case, some students asked for feedback from both, partners and the Ibunka coordinator, while the rest only asked for feedback from the coordinator.

While most students did various strategies in drafting, few students missed this stage since they were late to submit their writing due to some reasons such as too many homework and assignments. As a result, they did not do drafting as well as did not have a chance for feedback.

4.3 Revising and Editing

In revising a writer could revise and convert the piece many times during this stage (Johnson, 2008). In line with the statement, after the students wrote their first

draft, most of them revised and edited their text all at once by themselves or giving feedback to each other. In this case, some students revised their writing before they edited it while the rest revised and edited their writing at the same time. This supports expert's statement that 'Writers do not follow a neat sequence of planning, organizing writing and then revising. For a while a writer's product-the finished essay, story or novel- is presented in lines, the process that produces it is not linear at all' (Raimes, 198 in Hedge, 2000 cited in Gonzalez, 2010, p.8).

Based on the interview, some evidence is revealed in relation to revising and editing process that there are several aspects that the students often revise and edit. Most of them admitted that grammatical errors were the first thing to revise and edit. The second was diction and coherence of writing in developing ideas. It was also revealed that the students preferred asking for feedback to the coordinator (the lecturer) than to their partner (peer feedback).

Furthermore, many students utilized technology to help them revise and edit their essay. In this case, several students admitted that they got some help from a spelling checker of Ms. Office Word and online dictionaries as additional help to support their writing. Through the process of revising and editing, the students stated that they had progress in terms of structure, diction and the coherence of the content. However, as mentioned earlier in the drafting part, few students were late in submitting their writing, so they omitted the revising and editing stage.

4.4 Publishing

Publishing refers to 'the accomplishment of making a final paper freely available' (Williams, 2003 in Abas&Aziz, 2016, p.370). After the student revised and edited their writing, they published it by posting their writing in Project Ibunka. Most students did not revise and edit their writing after it was published. However, in few cases, few students deleted their posted writing due to several reasons such as dissatisfaction of their writing (two students thought they had to put more pictures to support their ideas in their writing and few realized they had typographical errors) and technical issues such as some students posted their writing on a wrong page in the Ibunka website. In that case, the students revised and edited their writing and reposted it on Ibunka forum.

Name : Taisei Ito, Group 1
School : Yokohama National University - Japan
Date : 2017/10/26 13:44:55

Hi, Hemi. (378)

Hi, Hemi. I'm Taisei, university student in Japan. Nice to meet you.

You want to be an English teacher, don't you? That's really nice. In fact, I work part-time at a learning cram school. I teach math for elementary school students and junior high school students. Teaching isn't easy, but it's a worthwhile job.

Wow, you were chosen as representation. That's amazing! I haven't ever been chosen as representation from schools.

My best moment is my first mountain climbing. When I was in high school, I belonged to the mountain hiking club, and I climbed a snow mountain at first. That was really hard. It was so cold because of its snow and height, and I carried a heavy backpack. On the way to the top, I wanted to go home. At the top, however, I watched very beautiful scene. From that time, I like climbing. And now, I join the mountain hiking club in the university. I want to climb Indonesian mountain.

Bye. (164 words)

Name : Siti Hemi Annisa, Group 1
School : Suryakancana University Indonesia
Date : 2017/10/11 19:59:38

Hi~ I'm Hemi! (72)

Hi! This is Hemi, my full name is Siti Hemi Annisa. My friends call me with many nicknames like Hemi-chan, Hemi-ya or Hemhem. I'm 19 years old. I'm a university student, I study at Suryakacana University, Cianjur, West Java, Indonesia. Now, I am in the fifth semester. Wow! Time goes fast, it feels like I just entered this university yesterday but two years more have passed. My major is English Education Study Program Faculty of Education and Teacher Training. This semester is really such a busy semester, we have to fulfill a lot of assignments. I chose English education because I like English and I want to learn more about English. Another reason why I chose English because I'm a girl who enjoys English language even though I feel like my English ability is not that good but I do love English. I don't know since when I love English but this feeling leads me to choose this university to where I'll study for four years and choose English education as my major.

My best moment which I like so far for these two years is I was chosen as the third speaker to join ALSA UnPad (Padjajaran University) Debate Competition. I couldn't believe my lecturer chose me as representation from our university with my two another teammates -Ismail and Fajar-, this was really such an honor and precious moment. Actually, this debate was our first debut so we were really worried yet happy. Unfortunately, I did not prepare well, I was asked to join the debate competition seven days before the day and it was a burden for me. I was worried for all those seven days and it affected my anxiety level became higher. The debate was held in Bandung, West Java, Indonesia, for two days. On the first day, we had three preliminary debates and for the second day, we had two preliminary debates. ALSA UnPad is a well-known event, so the delegates come from many universities, colleges, high schools, and middle schools. Too bad, our team was lost in those five preliminaries and we felt sorry to our lecturers, our department, and our university because we couldn't make them proud. Well, the moment was a good time because I got new experiences, new friends and new knowledges, also the moment was a bad time because like what I have told you before we couldn't make them proud. However, bad thing or bad moment or bad time can help and make us to be better than before. So, let's fight for every moment and thing which will happen in our life.

Figure 3. Student's Writing Published in Project Ibunka and Reader's Feedback

As shown in figure 3, a student's final writing was posted in Ibunka Forum and it was read by audiences from different institutions and countries. The writing got comments, feedback, critics as well as supports from the audience. However, the feedback did not change anything since the comment and feedback given focused on the content of the writing, not on the form. In this case, the students had experience of accepting different opinions about an issue from the audience who had various backgrounds.

5. CONCLUSION

This paper aims to reveal students' writing process for Project Ibunka. The findings reveal that most of the students went through the writing process including prewriting, drafting, revising, editing and publishing stage. However, the implementation of each stage and the strategies used by the students varied. At the prewriting stage, the students had various combinations of strategies of conversation, silent thinking, reading some sources, clustering, and outlining. In writing their first draft, most students tried to capture and wrote their whole ideas by doing code mixing to avoid losing ideas. Meanwhile, to make their writing coherent, they applied several strategies such as writing from general to specific details, restating the main idea at the last sentence of a paragraph and using an analogy. In the process of revising and editing, most students asked for feedback from peers and the program coordinator (lecturer) and utilised technologies such as a spelling checker and online dictionaries. In publishing, the students posted their final writing in Project Ibunka. This information is useful for writing teachers to assist students in their writing process. In this case, the teachers can teach students how to brainstorm and outline their ideas, stimulate students with supporting sources and facilitate them with peer feedback. In addition, the teachers can introduce the students to some technologies that can be used to improve their writing quality and provide space and facility for them to publish their writing.

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