**The Implementation of ICARE Model Learning Steps Strategy to Improve the Students Writing Ability**

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| E-ISSN : 2579-4574   P-ISSN : 2549-7359 |

**Abstract.** This research explored the use of the ICARE Model to studying the writing ability at the Senior high in Parepare. ICARE includes five essential elements of a good learning experience, can be applied to children, teenagers, and parents, namely Introduction, Connection, Application, Reflection, and Extension. Nosadi (2011) stated that the use of the ICARE system is to ensure that the participants have the opportunity to apply what is they have learned. Then, the ICARE system not only applied to training but also in the learning process. This research used a quasi-experimental design to answer the research question; "is the use of ICARE as a strategy in teaching writing able to increase the students' writing ability?". The data was analyzed by using t-test. The population of this research was the twelve-year students of Senior high school in Parepare in the academic year 2015/2016. The students consist of two classes, an experimental class and control class. It utilized a cluster random sampling technique. The instrument used in this research is the writing test. The research reveals that there was a significant increase in students writing ability. This finding indicates that the mean score of the post-test of the experimental group is 85.05, while that of the control group is 77. It is concluded that using ICARE in writing classrooms can increase the students' ability in writing, and the writing component increases the highest is in aspect vocabulary. There were 22 students in "excellent to very good" in vocabulary.

**Keywords:** *ICARE, Learning strategy , writing ability*

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# INTRODUCTION

English is a compulsory subject at both junior and senior high school levels (Arif, 2015). The objective of the teaching of English in Indonesia is mainly to enable the students to use English for communication both in oral and written forms (Handoyo et al., 1986),). Based on the English Competence Based Curriculum (2000), the students are expected to have an excellent capability in listening, speaking, reading, and writing (Kurniasih, 2017).

English, as a foreign language, involves four language skills, such as listening, speaking, reading, and writing (Akbarani, 2019). Regarding these skills, Rissman & Majid (2019) say that there is more than enough evidence to show that, although the four communication skills are closely related to one another, they remain logically and empirically different. Logically, the four skills integrated into complementary ways. Both reading and listening are receptive skills modes (Wolf et al., 2019). Speaking and writing are productive skills. Thus, the four skills needed are related to each other in both modes of communication both verbally and in writing accompanied by the direction of communication that serves to receive or produce (Nan, 2018)) In this research, the researcher's attention will focus on the English writing competence. Writing as a language production is considered as difficult for students. Usually, students have many ideas and experiences, but they cannot explain or describe them in written form. Meanwhile, (Ka-kan-dee and Kaur (2015) stated that most EFL students have to write on the list at first. Writing is one of the four language skills emphasized second or foreign language learning (Akbari, 2016). Writing is one of the language skills, which is essential in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel (Fishman, 2019). However, we know that writing or learning to write primarily in a second language is not merely a matter of "writing things down" (Mohanty et al., 2019). It is one of the four necessary skills that are very complex and difficult to learn.

Then, Writing is one of the most challenging skills that second-language (L2) learners expected to acquire a variety of linguistic, cognitive, and sociocultural competencies (Hussain, 2017). As many teachers attest, teaching L2 writing is a challenging task as well. Furthermore, As Barkaoui in Hyland (2002) emphasizes, motivating students to write frequently can be a tricky task, however. Teachers need to attend to both cognitive and motivational factors in the L2 writing classroom Paul (Underwood, 2017). Motivational factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners' engagement, effort, and learning in the L2 writing classroom (Godwin-Jones, 2018).

Furthermore, (González, 2018) states that teachers need to be aware of these affective factors and to help their students become more motivated than before. Motivation should help learners want to increase their practice time and to set new writing goals for themselves. Therefore, learning and teaching writing in a second language are very challenging tasks (Solfiyatuzzahro et al., 2019), not least because of the myriad of affective, linguistic, cognitive, and sociocultural factors involved (Ahmed, 2019). Teachers also need to raise learners' awareness need to successful writing processes, and they need to motivate learners by facilitating models to them, clearly and specific learning goals, and meaningful contexts to practice writing, carefully structured activities, clear presentation of materials, useful feedback, encouragement, and high standards (Sieberer-Nagler, 2015).

Therefore, writing as a complicated skill for students to learn, and teaching of writing should develop an appropriate technique, such as developing the student's prewriting activities like brainstorming, mind mapping, outlining, and ICARE model in their teaching activity (Hardison, 2017).

The reason for the researcher chose this model because ICARE learning steps strategy can be used in large classes, and encourages students to be reflective about course content, allows students to formulate their thought before sharing them with others privately. A variety of interactive learning methods has been used through each module to not only motivate teachers in training but also to provide a model of different methods that teachers can use in their classrooms. Therefore, the module uses a straightforward framework called ICARE. The ICARE system covers the five critical elements of any good learning experience (whether with children, youth, or adults) such as Introduction, connection, Application, Reflection, and Extension. Using the ICARE system ensures that learners have the opportunity to apply what they have learned. The ICARE model pedagogical framework derives from the basic concepts of practice and instructional design by adopting various teaching steps. This teaching concept seems to be a very useful component of online courses (Hoffman & Ritchie, 1998).

Based on the description and explanation above, the researcher believes that the ICARE learning steps strategy as a model may be applied in the teaching of writing since it can be used as a guide to help students to write narrative text. Alternatively, the researcher believes that the ICARE learning steps strategy will be useful and applicable to students at Senior high school in Parepare

Based on the problem statement above, the purposes of this study is to investigate the difference in students English writing competency between students to find out whether or not the implementation of ICARE model learning steps strategy improves the students writing ability in terms of content, organization, vocabulary, language use, and mechanics and students who got treatment a teaching by using conventional approach.

a. Writing Ability

Writing is one of the skills in language activity; therefore, through the importance of it. We are writers who must understand what writing is so that we can write as well as possible to be understood by the readers (Hyland, 2016). There are some definitions of writing mentioned by some experts.

Gallagher (2017) stated that writing is to express intention that can be read not only by the writer but also by another. Setyowati (2016) states that "writing is the ability to express ideas, feelings, and opinions in written form. Byrne in Yan Ardian Subhan (2019) stated that Writing is much more than the production of graphic symbols, while (Josiah, 2014) stated that speech is the production of sounds, the symbols must have an arrangement according to certain conventions, to form words, and words to form sentences.

Junior (2018) argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentences, sentences to paragraphs, and paragraph to the essay. (Sarica & Usluel, 2016) states that writing is a way of expressing the thought from mind to printing materials.

From definitions above, we can say that writing is the production of a graphic symbol that has to be arranged according to a particular convention, to express intentions, ideas, feelings, and opinions to be read not only by write but also by another.

There are generally four types of writing that we are familiar with, namely, expository, descriptive, persuasive, and narrative (Chatherine, 2020.).

Narration

Somers (1994) stated that narration in the form of writing used to relate the stay of acts of events. Narration places occurrences in time and tells what happened in the natural time sequence. Types of narration include a short story, novels, and news stories.

Descriptive

Descriptive reproduces the way thing looks, smell, taste, feel, or sound: it may also evoke moods such as happiness, loneliness, or fear (Rofi`i, 2017). Descriptive also has a function to create a visual image of people, places event of units of time days, or season. It may also be used to describe more than the outward appearance of people. It may tell about their tries of character or personality, Saifudin S. Adam.

Exposition

Exposition is used in giving information, making an explanation, and meanings (Davidson, n.d.). It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition support, and illustrated. Used a pair from the narrative; it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways (Schuster et al. 2018). By the kinds of writing above, the researcher took the descriptive type of writing the researcher explored the students' knowledge to design and compose in written form as a material that was applied in this research.

Persuasive

The orientation of persuasive writing, or argumentation, is to give the reader an explanation to understand the intent and purpose of the writer. The author will be able to convey his understanding in the article, which is accompanied by definite evidence so that the reader justifies what is conveyed by the author.

b. Concept of ICARE

The ICARE model was consequently adopted given to its 'flexible system of development,' which 'was needed to account for the many types of instruction' that could be offered within a creative, innovative or practice-oriented learning context (Byrum, 2013:4). The ICARE method of designing instructional material had also been discovered to be particularly helpful for those students who were novice learners 'working on their first project' (ibid). At the same time, since the models utilized by (Behlol & Dad, 2010); (Rashidi & Faham, 2011) were similar to the module matrix theory propounded by Henne and Kelly (2009), produced effective results in the Pakistani Higher Education context, the sample Creative Writing module was sought to incorporate additional elements in its design. Furthermore, Franz (2000) and Haslem (2011) consider both practice-based and practice-led inquiry as subjective, interpretative, and situations specific research methods. Given that each deal with individual human experiences, wherein researchers either investigate their practice or reflect on other individuals' situations. Analysis, synthesis, and communication of all research data are available in their subjective understandings or insights (Haslem, 2011). Consequently, 'unlike traditional scientific research method, the research cannot aim to produce objective, independently verifiable research results' (Piiroinen, 2014). Additionally, the concerns of this study do not lie with the composition of a practice-oriented product, but with the practice of producing a creative work the ICARE model pedagogical framework was taken from the basic concepts of instructional design and practice by "adopting various systems or steps of instruction to what seems to us to be particularly useful components of an online course"(Hoffman & Ritchie, 1998).

**ICARE Learning Model**

The ICARE Learning Model was first introduced in 1997 by Hoffman & Ritchie, 1998, at San Diego State University. At first, the ICARE learning model functioned as online learning at San Diego State University. However, over time this learning model is increasingly developing, so it is possible to ap in schools. In Indonesia in 2006 through the Decentralized Basic Education (DBE) program began to introduce and, at the same time, use the ICARE pedagogical framework in teacher training and learning processes in Schools. Wildemeersch, & Jütte (2017) states that the ICARE learning model is a learning model that is student-centered and has five stages, which are extensions of (Introduction), (Connection), (Application), (Reflection), and (Extension) (Hidayat, 2017) states that the ICARE system includes five essential elements of a good learning experience, which can be applied to students. Therefore, the ICARE system is perfect to be applied not only in training wherever it is carried out but also in-depth the learning process at school. (Rianawati, 2017) states that the use of the ICARE learning model is to ensure that learners possess the opportunity to apply what they have learned. Guidelines for developing learning materials are the fulfillment of learning components that are relevant to the need to learn students (Schunk, 2012). The components of learning materials are expected to be able to motivate and facilitate students in learning and motivating the contents of learning the materials (Darling-Hammond et al. 2019).

From the understanding of some of the experts above, it can be concluded that the ICARE learning model is a learning model that is used to improve the quality of learning, and is student-centered and has five stages namely Introduction, Connection, Application, Reflection, and Extension As a learning model ICARE certainly has stages starting from the stages of planning, implementation, and finally evaluation. Furthermore, (Utami et al. 2017) stated that the stages of the ICARE learning model start from the preparation of subject matter, analysis of class needs, and contextual developments such as the development of business and industry.

The ICARE Learning Model is seen as providing many opportunities for students to have the opportunity to apply what they have learned in learning (Carni, 2016). In addition, Carni explained each stage of the ICARE learning model that has been adapted to physics learning:

 (1) Introduction: At this stage of the learning experience, the teacher instills an understanding of the contents of the lesson to students (Anderson et al., 2018). This section must contain an explanation of the lesson objectives and the results expected during the lesson. The teacher appercepted the students by showing some phenomena that are adapted to contextual learning, students observe and are given the opportunity to ask the phenomenon being displayed, besides that motivation must also be given at this stage so that students feel interested in learning the material will be given.

(2) Second Phase, connection: At the connection stage of the lesson, the teacher tries to connect new knowledge with something that is already known to students from learning or previous experience (Darling-Hammond et al., 2019). The teacher does a demonstration, and questions and answers occur, for example, asking students to tell what they remember from previous learning experiences. The most important thing at the connection stage is the inculcation of concepts, that is by inviting students to plan and do activities independently or groups to make examples of applications in real-world contexts based on incurred, (Wan Chai, 2017)

(3) Third Phase, application: This stage is the most critical stage of learning. After students acquire new knowledge or skills through the connection phase, they need to be allowed to practice or apply their knowledge and skills (Schunk, 2012). The application part must last the longest in this learning process because students are required to carry out experimental activities or apply their knowledge in a real-world context, which is undoubtedly different from the sample applications that have been carried out at the previous connection stage.

(4) Fourth Phase, reflection: This section is a summary of the lesson, while students have the opportunity to reflect on what they have learned. The teacher's task is to assess the extent of the success of learning (Darling at al., 2017). Reflection or summary activities can involve group discussions where instructors ask students to make presentations or explain what they have learned. They can also do independent writing activities where participants write a summary of the learning outcomes. This reflection can also take the form of a short quiz where the teacher gives questions based on the content of the lesson or session (Chin & Osborne, 2008). An important point to remember in reflection is that teachers need to provide opportunities for students to express what they have learned.

(5) Fifth Phase, extension: the lesson time has finished; it does not mean that all students who have learned can automatically use what they have learned. Extension section activities are activities where the teacher provides activities that participants can do after the lesson ends to strengthen and expand learning (MCdonald, 2018). At school, extension activities are usually considered a homework assignment. Extension activities can include the availability of additional reading material, the task of summarizing the next material, or exercises.

**Strengths and Weaknesses of the ICARE Learning Model**

Learning with the ICARE learning model has several Strengths and weaknesses, according to (Salyers, 2010) as follows:

1. Strengths:

a. balanced structure mapping of content between theory and practice for educators and students.

b. have a life skill-based approach.

c. allows schools to conduct monitoring and evaluation that is open to their educators.

d. provide opportunities for schools to reformulate the existing curriculum structure with the needs and characteristics of students and the existing environmental conditions. e. provide an opportunity for educators to apperception on every learning that will be done quickly.

 2. Weaknesses

a. requires thorough analytical skills of curriculum description and structure.

b. requires educators' understanding of all curriculum implementation policy guidelines in their entirety.

c. requires educators to always be automatic in analyzing the components of the model (including the ICARE model) based on the topic of the material to be taught..

# RESEARCH METHOD

This research applied a quasi-Experimental design that employs the on equivalent control group design. The data were analyzed using a quantitative approach. The design was presented as follows:

EG O1 X1 O2

CG O1 X2 O2

Where:

E G = Experimental group C G = Control group O1 = Pretest

O2 = Posttest

X1 = The treatment for the experimental group

X2 = The treatment for the control group

(Adopted from Gay et al, 2006:255)

The population of this research was the twelfth year students of senior high school Parepare. It consists of two classes; each class consists of 36 students, so the number of population is 72 students.

 The sampling technique in this research was a cluster random sampling technique because the researcher considered that the populations were heterogeneous members. Therefore, the researcher chooses one class as the experimental group (36 students) and one class as a control group (36 students) as the sample. Therefore, the total number of sample was 72 students

The instrument of the research was a written test. The test was given in two sections. The pretest was given before the treatment to got the data on the students' prior knowledge, and the posttest was given to know the student's ability to write narrative text after the treatment. In the pre-test and post-test, the students choose one of three topics and write their ideas (composition) based on the topic minimally 150 words. The function of this test was to know the students' content, organization, vocabulary, language use, and mechanics in writing narrative text.

# RESULT AND DISCUSSION

**Table 1. The Students’ achievement on reading comprehension in the Pre-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Classification | Range | Experimental | Control |
| F | % | F | % |
| 1 | Very good | 86-100 | 0 | 0 | 0 | 0 |
| 2 | Good | 71-75 | 4 | 11.11 | 1 | 2.78 |
| 3 | Fair | 56-60 | 30 | 83.33 | 16 | 44.44 |
| 4 | Poor | 41-55 | 2 | 5.56 | 19 | 52.78 |
| 5 | Very poor | 0-40 | 0 | 0 | 0 | 0 |
|  | Total |  | 36 | 100 | 36 | 100 |

The data in Table 1 shows the students' reading comprehension achievement both in the experimental class and the control class, both of which have achievements under the expectation or the category of understanding is still low. In this achievement table, the reading achievement of students in both classes is generally between the levels of very poor to the fair while neither of the two groups is at the level of good to very good.

**Table 2. The Students’ achievement on reading comprehension in the Post-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Classification | Range | Experimental | Control |
| F | % | F | % |
| 1 | Very good | 86-100 | 15 | 41.67 | 2 | 5.56 |
| 2 | Good | 71-75 | 21 | 58.33 | 31 | 86.11 |
| 3 | Fair | 56-60 | 0 | 0 | 3 | 8.33 |
| 4 | Poor | 41-55 | 0 | 0 | 0 | 0 |
| 5 | Very poor | 0-40 | 0 | 0 | 0 | 0 |
|  | Total |  | 36 | 100 | 36 | 100 |

Table 2 shows the reading comprehension ability experienced by students is a significant increase in both groups as either a class experiment or a particular group. Expressly, in the experimental class, it was noted that the reading comprehension achievement before being given special treatment showed that the reading comprehension achievement was only between the very poor and fair levels (see table 1). However, after being given special treatment, it was seen that children's learning achievement, especially in the Experiment group experienced a very significant increase, where their achievements were only at the level of good and very good, none of the students were seen at a low level of achievement. Another case with the control group, even though it shows a pretty good, but after they learn to read with traditional methods, still shows the achievements of several children who are at an average level.

After calculating the students' score of the two groups after treatment, the researcher found that the t-test is greater (8.139) than t-table (1.671) for 5% (0.05) level of significance, the degree of freedom (n1 + n2 – 2) 70. This means that there were significant differences between students who were taught by ICARE learning model. If the value of the t-test was higher than the t – table value, the null hypothesis (Ho) was rejected, and the alternative hypothesis (H1) was accepted.

From these findings above, it can be concluded that the ICARE Learning Model was applied in experimental class can develop the students writing ability than traditional technique (direct interaction technique) was applied in control class.

This is part deals with a discussion on the result of research that has been presented previously. Based on the data above, it showed that the writing ability of the Twelve-year Students of Senior high school Parepare improved, especially for the experimental group. It was also supported by the rate percentages and frequency of the students' writing achievement of pre-test and post-test results. Students score for experimental group and control group by using ICARE model learning steps strategy in teaching writing was better than before the treatment was given to the students considered as Behlol (2010) and Rashidi (2011), The ICARE method of designing instructional material had also been discovered to be particularly helpful for those students who were novice learners 'working on their first project' (ibid).

Based on the students' work in the pre-test of both experimental and control groups, the researcher analyzed that on the five components of writing, the students had low ability to express their idea in constructing narrative writing. Most of them had difficulty in the pre-writing stage, and this should be an essential aspect to be considered as Simard (1997) stated that the pre-writing stage could be the most important thing if the students can gather their information and begin to organize it into a cohesive unit. While most of the students had difficulty to start the writing task and some of them were also confused on how to construct their paragraphs. It was because some of them were poor of an idea about the topic and also they did not know what and how to tell their idea. Besides that, they also still had low comprehension about how to write mainly about the five components of writing. The productive writing skill is focus on a cognitive challenge, because it helps to assess language competency, recalling capability, and thinking ability. It demands to recall information from long-term memory (Kellogg, Olive);(Pilot, 2001). Moreover, the ability of productive writing requires the sound ability to think on comprehensible matters (Nickerson, Perkins, & Smith, 1985). The writing skill cons a well-structured way of the presentation of thoughts in an organized and planned way (Braine Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

Based on the data analysis, the researcher presented the discussion of data which were gained from students. Before gave the treatment, in the pre-test the students writing ability was still low with mean score 58.83 for the experimental group and

58.91 for the control group based on the given pre-test (see table 4.1). On the other hand, the result of the statistical t-test was smaller (-0.07) than t-table (1.671) for 5% (0.05) level of significance, the degree of freedom (n1 + n2 – 2) 70. It means that there was no significant difference between the experimental group and the control group.

In post-test, after they were taught for four times by using ICARE in the experimental group and without ICARE in control group, the students' writing achievement had improved with mean score 85.05 for the experimental group and teaching without ICARE 77 for control group based on the given post-tests result (see table 4.2). Students' writing achievement for the experimental group was higher than students in the control class. ). On the other hand, the result of the statistical t-test is greater (8.139) than t-table (1.671) for 5% (0.05) level of significance, the degree of freedom (n1 + n2 – 2) 70. It means that there was a significant difference in students' writing achievement between the experimental group and the control group in the post-test.

Based on the result of analysis above, the researcher concludes that the t-test value (8.139) is greater than the t-table value (1.671) α = 0.05, see Table 4.6. It means that H1 was accepted and H0 was rejected. According to Sugiyono (2007:101), if the t-test value is greater than t-table, it means that Ho (null hypothesis) is rejected, and Hi (alternative hypothesis) is accepted.

From the explanations above, it could be concluded by the researcher that teaching writing by using Introduction, Connection, Application, Reflection, and Extension (ICARE) was an effective approach to increase students' writing ability. The ICARE model was consequently adopted given to its 'flexible system of development,' which 'was needed to account for the many types of instruction' that could be offered within a creative, innovative, or practice-oriented learning context (Byrum, 2013:4). The ICARE model pedagogical framework was derived from the basic principles of instructional design practice by "adopting various systems or steps of instruction to what seems to us to be useful components of an online course" (Hoffman & Richie, 1998).

Based on the data analysis, mostly, the students got difficulties in composing narratives text because they were a lack of understanding of the tense and the use of punctuation (comma and full stop). This phenomenon commonly occurs to the students because, in writing, there are many components that students should be mastered, and it was difficult for them. Writing is one of the necessary skills in the English language; it is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing good command of writing (Lou et al., 2016).

The students wrote composition both in pre-test and post-test some theme of the narrative. The students writing composition are analyzed based on five aspects: content, organization, vocabulary, language use, and mechanics considered (Fareed & Bilal, 2016) pointed out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

From the students in the test, most of them get improvement in each aspect. It means that the use of ICARE in teaching writing was useful for the students. Writing is generally considered a difficult skill for foreign language learners. Even native speakers find it difficult to show good writing competence (Lou et al., 2016)).

Mostly, the students could develop the content of the story and organized it based on the generic structure. They also used proper vocabulary. It made the reader understood with their composition. To develop and organized the story, the students did not get difficulties. They had already understood the generic structure of the narrative text. It made it easy to create the story. They also used the understandable vocabularies that could not make the reader confused.

On the other hand, the students got difficulties in producing a sentence. The common mistakes that the students did were the use of to be and verb. Most of them did know the past form of the verb 1. Thus it made their sentence became incorrect. They also made a mistake in putting to be. Although they got the wrong pattern of the sentence, the reader still understood the meaning of it. According to the statement above, the teacher always gave a review of the previous explanation, including the difficulties of the students. It was done continuously. The teacher did it to make the students felt common with the materials. Hopefully, it could reduce the students' mistakes in producing a sentence.

After teaching by using the ICARE model strategy, the researcher found that teaching writing by using the ICARE model strategy can improve five components of writing in the experimental class. Its support of the t-test value of writing is higher than the t-table value. Therefore, the researcher believed that teaching writing by using the ICARE model strategy is better to improve the students writing ability.

# CONCLUSION

Based on the findings and the discussion, the researcher concluded that the use of ICARE could increase the students' ability in writing; it was shown by the result of the students writing a composition. The students have been able to increase the content, organization, language use, vocabulary, and mechanics significantly. The writing ability of students who taught using ICARE and those who taught without using ICARE had a significant difference. Therefore, it could be concluded that the Twelfth Year Students of Senior high school Parepare have better writing ability by using ICARE. It was supported by the data, in which the mean score of the students in the pre-test from the experimental group (58.83) in was fair category had been improved in the post-test, in which the students mean score (85.05) was in the very good category. In applying the t-test formula for the students' post-test for both groups, it was found that the t-test value was higher than the value of the t-table (8.139 > 1.671). From these data, the researcher concluded that the use of ICARE could increase the students' ability to write English. The use of ICARE can help the students in producing a good composition, especially narrative writing. It was shown by the result of the students writing a composition. The students have been able to develop the entire writing component: content, organization, vocabulary language use, and mechanics, but they have not been able to use the tenses and the punctuation correctly.

# ACKNOWLEDGMENTS

# We would like to express our extraordinary gratitude to Dr. Amaluddin, director of the Postgraduate program at Muhammadiyah Parepare University, shared their wisdom pearls with us during this study, and we thank all Postgraduate lecturers in the English language education department, whom I cannot mention individually for their insight that contributed to the completion of this paper. We are also very grateful to the Professor. Dr. Muhammad Siri Dangnga, M.S. for his unrelenting motivation to come to us to keep the spirit of completing this article.

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