INTERNATIONAL JOURNAL OF EDUCATION, PSYCHOLOGY AND COUNSELLING (IJEPC)

www.ijepc.com

PROCESS-BASED FLIPPED CLASSROOM IN THE TEACHING OF ESL WRITING

Uswatun Nurrahmah Noorhassanah[1], Wardatul Akmam Din[2*], Megawati Soekarno[3], Suyansah Swanto[4]

[1] Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: uswatunnurrahmah@ums.edu.my
[2] Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: wardadin@ums.edu.my
[3] Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: megawati.s@ums.edu.my
[4] Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
Email: suyansah@ums.edu.my
[*] Corresponding Author

Article Info:

Abstract:

The English language is one of the most important language in the world the fact that it is considered as a universal language by the fact that how much it is used in peoples communication accord the world. Not everyone in the world certainly speaks fluently in English, but the fact that it is widely used wherever we are whether locally or even travelling in the foreign countries. Out of the four skills of language acquiring writing skill is undeniably the hardest skill to be taught and learnt in classroom with a short time constraint in a school day, which is one of the reasons that it is always to be given as a homework for students to do at their home. However, the writing product written by learner is fairly disappointing and does not seem to correlate with their abilities in some other language abilities. Thus, this paper will be discussing about Flipped Classroom Approach and Process-based Approach would help in enhancing students writing performance respectively. This SLR paper are using few inclusions in order to retrieve related articles using the right keywords. At the end of this paper, authors will proposed a combination of the two approaches using the post-method pedagogy.

Keywords:

Flipped Classroom, Flipped Classroom Approach, Writing, Writing Performance, Process-Based Approach and Process Writing Approach

Introduction

What is Flipped Classroom?

Writing is undeniably one of the skills that is seeing as the most difficult and complicated skill to be mastered. This is due to the fact that in English writing specifically, writers need to generate ideas, finding correct vocabulary, composition of writing, making the flow of sentence structure as well as the paragraphs are cohesion and cohesive with each other (Habibi, Wachyuni & Husni, 2017).

According to Lalima and Dangwal (2017), Blended Learning or Flipped Classroom is an innovative concept which combines and embraces the positive sides of both traditional teaching and learning with the integration of online and offline ICT supported learning. It supports the collaborative learning and constructive learning among students. As stated by Guvenc (2018), a following closely is the fundamental piece of blended learning which is a model called Flipped Classroom or else known as "Inverted" classroom, which according to Bergman & Sams (2012) which was developed by a scholar named Jonathan Bergmann and Aaron Sams back in 2000 (as cited in Guvenc, 2018). In other words, flipped classroom reverses the role of traditional teaching and learning approach by conveying the instructional content usually by video outside of the classroom then the in-class learning will be on activities such as discussion (Fung, Besser & Poon, 2021).

This approach focuses on students-centered classroom and is practiced by researchers and practitioners all over the world. It helps students to always keep up with their learning and content of knowledge inside and outside of classroom. Learners will be able to allocate their own time in terms of when and what to learn. In other words, they have the power of choosing what they want to focus on in their learning. Schmidt and Ralph (2016) has stated that Flipped Classroom approach has helped teachers and learners to swap the traditional way of learning by having the students to fully occupied of the learning content outside of classroom before entering the classroom, the next day. During the lesson, learners will be assisted and facilitated by teachers to complete their homework or task. Thus, learners do not have to bring their tasks home instead they will do it in the school with teachers and friends.

What is Process-based Approach?

Writing is not just about the importance of sharing ideas and contents to readers but it requires the writer to be able to convey the message through the writing which readers would be able to grasp the main idea of the product. It has a special distribution in the learning of language in which writers would be able to develop insight knowledge enrichment (Qomariyah & Permana, 2016). In writing it has two significant attribute in which the writer would be able to express their message and the way they compose the elements of their writing or the essence that they learn in producing the writing (Setyowati, 2016).

Process-based Approach has a very distinct difference to be compared to the traditional product-oriented method in the teaching and learning of writing. According to Rusinovci (2015), the process approach emphasise the way a text is written and very contradicting with the understanding of product approach which focuses more on the final outcome or the writing. In other word, it emphasises more on the importance of a recursive procedure of pre-writing, drafting, evaluating and revising. In process writing approach, the students will learn

to write an essay by following the stages. There are 5 stages of writing an essay in process approach. The 5 stages are, pre-writing, followed by writing, revision then editing and ended with publishing. Writing in process based approach begins with the development and organisation of ideas which then followed by the production of the first draft. In other hands, it is also described as a process of revising and editing in an attempt to improve the essay before the production of a final version of the essay (Martinez et al, 2020).

In the pre-writing stage, students need to find their ideas and brainstorm or plan their structure of their writing (Abdullah, Zain, Wahab, Idrus & Ahmad 2020). Next, in the second stage which is drafting, writers start to do their first draft or their rough draft. Elements such as grammar, vocabulary and word count are not yet to be countered in this stage. Subsequently in the third stage which is revision, that in this stage there are four other approaches that can be done under this stage. The approaches are add, rearrange, remove and replace. In this stage a great deal of fixing and improving usually encountered. The next stage is editing or revising. In this stage, the checking for elements such as repetition, spelling, punctuation and language are extremely checked and detailed. It is usually done by the other better such as teacher or students with high language proficiency. Finally, the last stage, publishing. In this stage, the product (essay) is ready to be published and read by readers.

Objectives
The main objective of this systematic literature review is to investigate students' writing performance after the implementation of flipped classroom approach and process-based approach as well as their perception on the implementation of the approaches respectively. In other words, it is to determine whether students' writing ability really enhance after the implementation of each of the approaches respectively as well as their perception whether it is a positive or negative perception. The questions below are addressed:
1. Does students' writing performance enhance after the implementation of Flipped Classroom Approach?
2. Does students' writing performance enhance after the implementation of Process-Based Approach?

Methodology
In this systematic review paper, the first step is to identify vital keywords and phrases in order to answer the research objectives. There are 6 keywords considered in this systematic review paper which are "flipped classroom", "flipped classroom approach", "writing", "writing performance", "process-based approach" and "process writing approach". The phrases considered are "students' writing ability in flipped classroom approach", "students' writing ability in process-based approach". The keywords and phrases were searched on Universiti Malaysia Sabah (UMS) subscribed databases in order to obtain the relevant articles to the topic. UMS subscribes valid and reliable journals in their database hence, the author have avoided prejudgement, biasness and personal experience. Thus, this systematic review paper is in a fair and objective manner.

The Search Strategy
The review was done by using UMS Library subscribed databases. Two databases were chosen in this review which are Scopus and ProQuest to identify the relevant research articles. Keywords like "flipped classroom approach" and "process-based approach", were

searched on the databases in order to obtain the list of the related articles. The language focused on this review is English language which is the first inclusion criterion in the review. The next inclusion criterion was the year of the articles were published which are in between the timeframe of 2019-2020.

The total of relevant articles obtained for Flipped Classroom Approach from databases is 1789 under the key terms of Flipped Classroom Approach and Process-Based Approach. In order to get the relevant articles for this study, the inclusion criterion, "writing" and "writing performance" 965 were considered in the search process. After filtering it to English language and the time frame of 2019 until 2021 it went down to 212 articles. Then the final key words used is writing which is the main point of this review the number of articles went down to 65. Authors did a manual alteration and find the best articles to answer the research questions then finally had 6 remaining literature.

Table 1: Inclusion Criteria of the Systematic Review for Flipped Classroom Approach

Inclusion Criteria	Particulars	Literature Identified	Remaining Litertaure
Key terms	Flipped Classroom Approach	1789	1789
Language	English language	965	824
Year	2019-2020	612	212
Keyword	Writing, Writing performance	304	65

Source: Scopus and Proquest

Table 2: Exclusion Criteria of the Systematic Review for Flipped Classroom Approach

| Exclusion Criteria	Particulars	Literature Identified	Remaining Litertaure
Irrelevant	Non-relevant areas	65	6

The total of relevant articles obtained for Process-based Approach from databases is 1991 articles under the key terms of Process-based Approach and Process writing Approach. After filtering it to English language and the time frame of 2019 until 2021 it went down to 247 articles. Then the final key words used is writing which is the main point of this review the number of articles went down to 60. Authors did a manual alteration and find the best articles to answer the research questions then finally had 8 remaining literature.

Table 3: Inclusion Criteria of the Systematic Review for Process-Based Approach

Inclusion Criteria	Particulars	Literature Identified	Remaining Litertaure
Key terms	Process-Based Approach	1991	1991
Language	English language	1744	247
Year	2019-2020	187	60
Keyword	Writing, Writing performance	60	8

Table 4: Exclusion Criteria of the Systematic Review for Process-Based Approach

Exclusion Criteria	Particulars	Literature Identified	Remaining Litertaure
Irrelevant	Non-relevant areas	60	8

Figure 1 Flow Chart of The Systematic Review
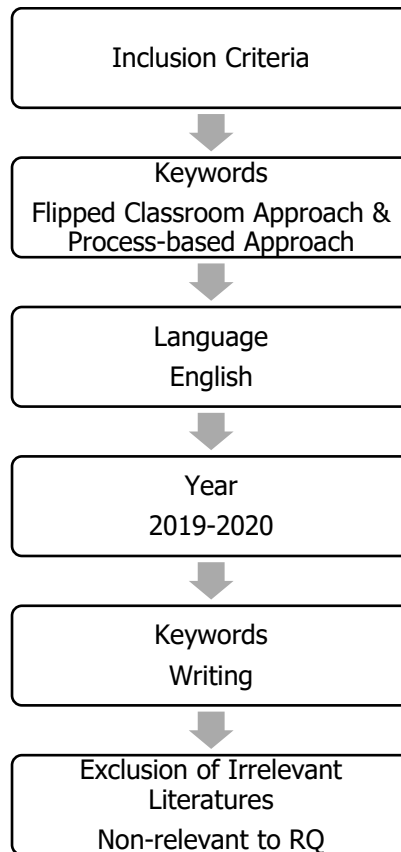
Findings And Discussion

Flipped Classroom Approach Findings

Table 5 Finding of Literature Review on Flipped Classroom Approach

Author & Year	Title of Journal	Country	Method	Relevant Findings
Halili S.H., Sulaiman S., Sulaiman H., Razak	Exploring students' learning styles in using mobile flipped classroom [Estudio de los Estilos de Aprendizaje del	Malaysia	Qualitative	The combination of mobile and flipped classroom approach in this research shows how they capable to promote collaborative learning in teaching and learning process.

R. (2019)	Alumnado en Clases Inversas con Móbil]			Collaborative learning style showed higher mean value to be compared to the other styles.
Zakaria S., Md Yunus M. (2020)	Flipped classroom in improving esl primary students' tenses learning	Malaysia	Qualitative	The implementation of Flipped Classroom Approach helped students to have better understanding in the learning of English grammar.
Knežević L., Županec V., Radulović B. (2020)	Flipping the Classroom to Enhance Academic Vocabulary Learning in an English for Academic Purposes (EAP) Course	Turkey	Mixed Method (Quantitative and Qualitative)	Students in Flipped Classroom Approach showed better instructional efficiency than the conventional approach. Students in experimental classroom outperformed students in traditional classroom and showed positive perspective on their learning. Flipped Classroom Approach is a good practice to be implemented in EAP classroom context.
Ebron G.P., Mabuan R.A. (2021)	Flipped Learning Approach in Teaching Writing in a University Setting: Students' Experiences, Preferences, and Perspectives	Philippines	Qualitative	Students in Flipped Classroom Approach class gave positive feedbacks and preferred the activities in their classroom based on their experiences and perspectives despite of some technological limitations.
Taşpolat A., Özdamli F., Soykan E. (2021)	Programming Language Training With the Flipped Classroom Model	Turkey	Qualitative	Students in experimental group showed better development to be compared to students in controlled group in terms of achievements and attitudes. Advantages of Flipped Classroom Approach are including the elevated teacher–student interaction, gain of independence in terms of accessing courses regardless of time and place, the opportunity to save time particularly during practicing, student-centered structure and

				increased motivation.
Najmi, Ali H. (2020)	The Effectiveness of Flipped Classroom Approach on Students' Achievement in English Language in Saudi Arabian Southern Border Schools	Saudi Arabia	Quantitative	Students in Flipped Classroom Approach showed better achievement to be compared to the students in a traditional approach classroom.

Process based Approach Findings

Table 1 Finding of Literature Review on Process-based Approach

Author & Year	Title of Journal	Country	Method	Relevant Findings
Li K.L., Razali A.B. (2019)	Idea sharing: Process-based approach to writing in Malaysian english education	Malaysia	Case study	Researchers advise all Malaysian educators to look on the possible ways to revive process-based approach in the field of ESL writing, such as understanding the essence of implementing Process-based Approach in the teaching and learning process of writing in English to achieve a better standard of writing among students.
Khaki M., Tabrizi H.H. (2021)	Assessing the effect of direct and indirect corrective feedback in process-based vs product-based instruction on learners' writing	Iran	Quantitative	Students in Process-based approach classroom showed better performance in terms of accuracy than any other teaching approaches.
Vega, L. F. S., Pinzón, M. M. L. (2019)	The Effect of the Process-Based Approach on the Writing Skills of Bilingual Elementary Students	Colombia	Mixed Method (Quantitative and Qualitative)	PBA is a useful approach to be use in enhancing young learners writing skills. The strategies applied during the process help to enhance third-grade students' writing performance in terms of their content, organization, conventions, vocabulary, and fluency. Students feel

				confident about their writing and improve self-efficacy.
Yeung, M (2019)	Exploring the Strength of the Process Writing Approach as a Pedagogy for Fostering Learner Autonomy in Writing among Young Learners	Hong Kong	Quantitative	Process approach brings similar changes in young writers despite of their various cultural backgrounds and teaching beliefs of the implementers. The strength of process approach is in the growth of autonomous skills and attitudes of the young writers which recognise by the educator.
Imelda, C, Bambang Y, Astuti, U.P. (2019)	Effect of Process Writing Approach Combined with Video-Based Mobile Learning on Indonesian EFL Learners' Writing Skill across Creativity Levels	Indonesia	Quantitative	The combination of process writing approach and video-based mobile learning was effective to enhance the learners' writing skill. Application of the two approaches would help to lessen educator's worry on learners' differences of creativity.
Li, K. L. & Razali, A.B. (2019)	Idea Sharing: Process-Based Approach to Writing in Malaysian English Education	Malaysia		Researchers believe that it is important to apply the real nature of process-based approach in ESL writing. Malaysian ESL writing learning is still bounded with product-based approach which might defy the achievement that Malaysian students would be able to achieve if process-based approach is applied in their teaching and learning process.
Gezmis, N. (2020)	Difficulties Faced by the Undergraduate Students in the Process Writing Approach	Turkey	Mixed Method Quantitative & Qualitative	The implementation of Process Writing Approach really helps students' development in writing class. Undergraduates students might have difficulties in 'drafting' and 'revising' stage of the approach. It is a time-

				consuming approach in writing. Teacher can tell students to do preparation before production stages and have separate class for lecture and organisation of paragraphs to save time.
Yavuz, F., Ozdemir, E, & Celik, O. (2020)	The Effect of Online Gamification on EFL Learners' Writing Anxiety Levels: A Process-Based Approach	Turkey	Qualitative	Students in experimental group (they were required to finish their work in Edmodo, gamification and process-based approach) had significantly low anxiety level to be compared to students in traditional classroom with pen and paper.

The discussion of the review includes answering the research objectives and research questions of this paper. The discussion mainly focuses on students' writing performance after the implementation of Flipped Classroom Approach and Process-Based Approach respectively. Having read all the published journals, authors have found that both of the approaches really have given positive impact towards students achievements and students gave positive feedbacks on the implementation of both approaches respectively (as shown in Table 4 and Table 5).

Flipped Classroom Approach Discussion
Instead of having an in-situ, traditional or conventional classroom or learning researchers have come up with an approach called Flipped Classroom Approach. Inverting the classroom which instead of listening to a lecture in class and then given homework to do at home, students are given and exposed to the topic through lecture material using videos at home then do engaging activities and problem-solving in classroom.

Based on the researched published articles, authors have found that the implementation of Flipped Classroom Approach really improves students' achievements in their writing. This may due to the collaborative learning style applied in the Flipped Classroom Approach. According to Baker (2015), collaborative learning helps students to have better understanding when they are engaging in groups. Students are able to share the insights that they have with their friends. Besides, when students are learning as a group from different background and different language ability, they tend to help each other which the better ones are helping the weak ones.

Besides, in the application of Flipped Classroom Approach, students are allowed to take control of their own learning. Lectures are given beforehand, thus they are able to construct their own understanding of the topic before learning and doing more activities in classroom which parallel to the constructivism theory. Constructivism is a theory that used to explain on how someone acquires and construct their own knowledge and understanding of something

through experiencing and reflecting on those experience (Bhattacharjee, 2015). As mentioned, Flipped Classroom Approach is a model that implements more face-to-face interaction and hand-on activities in classroom for students and is considered as suitable for a writing course as it is expected to have more time for students to complete their work in classroom as guided by their teachers instead of bringing it back home as usually implemented in traditional classroom (Norazmi, Dwee, Suzilla and Nurzarina, 2017).

Living in the 21st century, our daily life activities are always related to technology, gadgets and robots around us and it seems that it is nearly impossible to complete certain things without the interference of technology (Kwok 2015). As the development of technology arise from time to time even the younger students are well adapted with it and becoming more technologically savvy (Minotti, 2021). Education should not be outdated swallowed by the time, which has made many approaches arose from time to time. Subsequently, the usage of technology in Flipped Classroom Approach helps students to feel closer to their learning. They are free to use their gadgets to read the notes or videos given beforehand to them before attending the classroom.

In conclusion, the implementation of Flipped Classroom Approach helps in increasing students' performance and achievements in writing due to the collaborative theory, constructivism theory and the inclusion of technology throughout its implementation. More research on the implementation of Flipped Classroom Approach integrated with other approaches should be done as it is also one of the factors that helps to boost the enhancement of students' achievements in ESL writing.

Process-based Approach Discussion

Based on the review in Table 3, authors have found that the implementation of Process-based Approach help in enhancing students writing skills. The collaboration between students in process-based approach really helps in improving their confidence in their English language writing learning. Students are encourage to work collaboratively in generating ideas especially in the first stage of Process-based Approach which is brainstorming such as writing mind maps and discussing (Jee & Aziz, 2021). As mentioned above in the findings of Flipped Classroom Approach the same collaborative learning theory is applied in the implementation of process-based Approach. Students with low writing skill would be helped by the students with better writing skill. They share information and help each other through socialising with each other as well as at the third and fourth stages of the approach which are 'revising' and 'editing'.

Besides, the integration of few other strategies as well as approaches with Process-based Approach really help in enhancing students writing skill. Yavuz, Ozdemir, Celik, Ozgur (2020) integrated Process-based Approach with gamification which eventually really helped in enhancing students' writing performance. On the other hand, Imelda, Bambang, Astuti & Utari (2019) integrated Process-based Approach with video-based mobile learning which also have proven that this integration help in enhancing students writing performance. The similarity between these two studies are the integration of technology with Process-based Approach. Students feel closer to their learning as technology are revolving around them.

In conclusion, the collaboration between students, the integration of technology-based approaches with Process-based Approach helps in enhancing students' writing performance. There are few gaps found which would be able to be solved by integrating Flipped Classroom Approach with Process-based Approach which is proposed by the authors.

Future Agenda

Process-based Flipped Classroom Approach in Post-Method Pedagogy
Based on the past researches in this paper, the authors are proposing a combination of Flipped Classroom and Process-based Approach using the pedagogy as promoted by Post-method pedagogy (hereafter PMP) era pioneered by Kumaravadivelu in 1994. According to Kumaravadivelu (1994), PMP is a condition where a state of pedagogy that require educators to refigure the relationship between the theorisers and practitioners. The conventional concept of method is making theoriser or educator to construct a knowledge-oriented pedagogic theories while post-method enables us to construct a classroom-oriented theories to practice. This reflects on how in the 1990s teachers and researchers realised that no single research finding or even single method of language teaching and learning would bring a distinct success in foreign language teaching (ELT) (Brown, as cited in Chen, 2014).

In practical terms, the post-method condition signifies several possibilities for redefining the relationship between the center and the periphery. First and foremost, it signifies a search for an alternative to method rather than an alternative method (Chen, 2014). Out of the inherent contradictions between method as conceptualized by theorists and method as actualized by practitioners has emerged a need to look beyond the notion of method itself. From the conceptualizer's point of view, each language teaching method in its idealized version consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers. Kumaravadivelu came up with a post-method parameters as its philosophical basis being set on the parameters as shown in Table 1.

Table 2 Kumaravadivelu's Post-Method Parameters

Particularity rejects the notion of a one perfect method instead emphasised on the teacher's critical awareness of environmental factors should be the primary consideration in language pedagogy.
Practicality is presented as a way for teacher to develop their practice by theorising from their personal practice and do what they have theorised instead of relying on external sources of knowledge.
Possibility emphasises on critical pedagogy, social inequality can be exposed, status quo can be questioned, individuals have the possibility to reform their identities and social transformation can take place.

The authors are trying to integrate the flipped classroom approach and process-based approach to see whether the integration of the two approaches would help to enhance students' writing ability as well as to determine their perception on the implementation of this integration. This is due to the three pedagogic parameters by Kumaravadivelu interact in a

synergic way that any language pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners. Teachers play a great role in a classroom, which according to Kumaravadivelu (2003), if the theory and practice are separated then the role of the theorist is greater than the teacher which lead to the overlooked of their potential on generating new theories from their practises.

In other words, the post-methods pedagogy is leaving methods-only arguments in order to find an effective strategy to teach language in the most appropriate and effective way while also taking practitioners' or teachers' viewpoints and role in teaching the language. Instead of looking a single method that is best to follow, post-method is looking at how teachers must find the most effective approaches, strategies or techniques fits best to enrich their teaching repertoire. Thus, the authors are proposing that Process-based Flipped Classroom Approach is one of the approaches in post-method pedagogy.

References

Abdullah, H., Zain, A. M., Wahab, N. A., Idrus, M. M., & Ahmad, M. R. W. (2020). A process approach in the teaching of writing: saving 21st century learners from writer'sblock. *Universal Journal of Educational Research*, 8(12), 7160-7174.

Baker, M.J., Bernard, F.-X. & Dumez-Féroc, I. (2012). Integrating computer-supported collaborative learning into the classroom: the anatomy of a failure. Journal of Computer Assisted Learning, 28, 161- 176. doi: 10.1111/j.1365-2729.2011.00435.

Bergmann, J. (2015). A critique of student centered classroom. Retrieved from https://www.jonbergmann.com/a-critique-of-student-centered-classrooms/

Bhattacharjee, J. (2015). Constructivist Approach to Learning– An Effective Approach of Teaching Learning. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, 1(6), 65-74.

Chen, M. (2014). Postmethod pedagogy and its influence on efl teaching strategies. *English Language* Teaching, 7(5), 17-25.

Fung, C. H., Besser, M., & Poon, K. K. (2021). Systematic literature review of flipped classroom in mathematics. *EURASIA Journal of Mathematics, Science and Technology Education,*17(6), 1-17.

Guvenc, G. (2018). The flipped classroom approach in teaching writing: An action research. International Journal of Social Sciences and Education Research, 4(3), 421-432.

Habibi, A., Wachyuni, S., & Husni, N. (2017). Students' perception on writing problems: A survey at one Islamic university in jamibi. *Journal of Islamic Education*, 22(1), 96 -108.

Kumaravadivelu, B. (2003). Beyond Methods: Macrostrategies for Language Teaching. [M] New Haven and London: Yale University Press.

Kumaravadivelu, B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching [J]. TESOL Quarterly, 28, 27-47.

Lalima, & Dangwal, K. L. (2017). Blended learning: An innovative approach. Universal Journalof Educational Research, 5(1), 129-136.

Li, K. L., & Razali, A. B. (2019). Idea sharing: Process-based approach to writing in malaysian english education. *PASAA,* 58, 317-339.

Martinez, J., Lopez-Diaz, A., & Perez, E. (2020). Using Process Writing in the Teaching of English as a Foreign Language. *Revista Caribeña de Investigación Educativa (RECIE),* 4(1), 49-61. https://doi.org/10.32541/recie.2020.v4i1.pp49-61

Minotti, T. (2021). The flipped classroom approach. *Asian Journal of Research in Education and Social Sciences*, 3(2), 63-66.

Nilufer, C. (2009). Post-Method Pedagogy: Teacher Growth behind Walls. Proceedings of the 10th METU ELT Convention.

Norazmi, D., Dwee, C. Y. Suzilla, J., & Nurzarina, A. S. (2017). Exploring student engagement in writing using the flipped classroom approach. *Social Sciences and Humanities*, 25(2), 663-674.

Pere, M.L.D. (2020). Using process writing in the teaching of English as a foreign language. Revista Caribeña de Investigación Educativa, 4(1), 49-61.

Qomariyah, S. S. & Permana, D. Process based approach towards students' creativity in writing English paragraph. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 1(1), 37-47.

Rusinovci, X. (2015). Teaching writing through process-genre based approach. US China Education Review A, 5(10), 699-705.

Schmidt, S. M. P. & Ralph, D. L. (2016). The flipped classroom: A twist on teaching. *Contemporary Issues in Education Research*, 9(1).

Setyowati, L. (2016). Analyzing the Students' Ability in Writing Opinion Essay using Flash Fiction. *Journal of English Language Teaching and Linguistics*, 1(1), 79-91.

Voon, B. H., Teo, A. K., & Voon, J. E. C. (2019). Improving the performance of muet students in report-writing: From experiment to actions. *Asian Journal of University Education*, 15(3), 176-186.