



The Effect of Peer Assessment through Twitter on Students' Writing the Analytical Exposition Text Ability

Habiburrohman¹, Eli Supartini², Paul Onsare Onchera³

¹Departement of Indonesian Language and Literature Education, Faculty of Tarbiyah and Education Sciences, Syarif Hidayatullah, State Islmaic University Jakarta, Jakarta, Indonesia

²Teacher at Sebior High School Negeri 1 Dermaga, Jawa Barat, Indonesia

³Universitas of Kabanaga, Kenya

Article Info

Article history:

Received Feb 18, 2024

Revised Mar 12, 2024

Accepted Mei 16, 2024

OnlineFirst Jun 11, 2024

Keywords:

Peer Assesment

Twitter

Students' Writing Ability

Analytical Exposition Text

ABSTRACT

Purpose of the study: This research is aimed to get empirical evidence on the effect of peer assessment through Twitter on students' writing the analytical exposition text ability at eleventh-grade students of Senior High School 1 Dramaga

Methodology: This research used the quantitative method and quasi-experimental design. The sample consisted of 60 eleventh-grade students from Senior High School 1 Dramaga, selected using purposive sampling. The samples were divided into two groups of 30 class XI social science 2 as the control class and class XI social science 3 as the experimental class. Then, the data were collected by using a writing test in the form of a pre-and post-test.

Main Findings: The result shows that the mean score of the post-test in the experimental class is 78.133 with 17.633 as the gained mean score while the mean score of the post-test in the control class is 70.167 with 8.167 as the gained mean score. Besides, the result shows that sig (2 tailed) is 0.000. Then the tvalue of the post-test (4.396) is higher than ttable (2.301) meaning Ha is accepted and H0 is rejected.

Novelty/Originality of this study: This research offers novelty by exploring in depth the influence of learning methods based on Islamic values on language politeness in class VIII student discussions at SMPIT Ash Shiddiqiyah Tangsel.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Habiburrohman,

Departement of Indonesian Language and Literature Education, Faculty of Tarbiyah and Education Sciences, Syarif Hidayatullah, State Islmaic University Jakarta, Jakarta, Indonesia

Ir. H. Juanda Tanggerang Selatan, Banten, 15412, Indonesia

Email: habibur@gmail.com

1. INTRODUCTION

Writing is not about just putting words on paper or gadgets. It requires a lot of competencies like vocabulary, grammar, language features, organizing ideas, coherence, and cohesion. The writer should master the development of ideas and the grammatical procedures and have good choices of vocabulary, have good accuracy to avoid multiple meanings, and organization of sentence [1], [2], [3]. Besides, the writer should consider what audiences or readers that are targeted when it comes to deciding what kind and what level of vocabulary that is used. It is important because it can make certain about the message is whether or not sent with understanding. Indonesia is one of the countries that is facing industrial revolution 4.0 with the concept of Internet of Things[4], [5], [6]. Indonesian school should be modernized and strengthen the role of technology. It can be said that the

Indonesian school is prepared for the industrial revolution 4.0 . Moreover, the students should have 21st-century skills called 4Cs so, to face the industrial revolution the students are prepared to have the mastery of technology and 4Cs as the 21st-century skills [7], [8].

In the context of Indonesian school, it is hard to achieve 21st-century skills when the teacher implements traditional method of teaching that is teacher-centered. Then, the students are classified as generation Z students so it is important to implement the methods of teaching that can be implemented alongside the technology and the internet [9], [10], [11]. Furthermore, studying alongside technology and the internet are important because generation Z students prefer to have a learning process that is integrated with technology and the internet [12], [13]. They prefer that way because it makes more fun when they can learn using the product of the internet such as social media. Then, in learning exposition text, students often face the difficulty that makes them hard to develop their skills. Organizing or structuring ideas is the most common problem in making exposition text followed by finding evidence(s), writing a counter-argument, grammar, and punctuation [14], [15], [16]. The writer agrees with those aspects being the most common problems since the teacher in the school where the writer collected data and in the school where the writer did his internship used the presentation teaching method. This teaching method gives the student limited time to train their skills.

Furthermore, concerning Indonesia's high school learning time, the teachers only have two hours a week to teach English course. Then, one subject in English course has four meetings to achieve the learning objective which is mastering the theory of the analytical exposition text, capturing contextual meaning related to social functions, text structure, and language features of analytical exposition text that is related to the actual issue, and writing analytical exposition about actual issues with correct elements/theory [17], [18], [19]. It is not enough to master one text in writing skill which takes a lot of time to learn [20], [21], [22]. Referring to the writer's statement above, the writer believes that good methods can overcome these teachers' problems and improve student ability in writing the analytical exposition text. In learning the analytical exposition text, we can use a lot of methods. One method that can be used is peer assessment. This method allows students to evaluate each other's output . Then, it also allows the teachers to assess the writing of different students by turn so that the teachers can have a clue about the students' development while the students can practice their ability . This autonomous method can help students to organize their writing with their friends' help without losing the teachers' attention. Besides, peer assessment is considered by the students can make them independent, learn and think more, and gain confidence [23], [24], [25]. Then, it can be concluded that peer assessment can give benefits that can give learning opportunities in the class.

Previous research examined the assessment of students' writing abilities by focusing on the assessments carried out by teachers. In contrast to this research, students' ability to write expository texts was assessed by their peers using the social media Twitter. Other research also examines similar things using peer assessment techniques but does not use the Twitter application, because the research considers the limitations of students who do not use Twitter. Therefore, this research uses Twitter social media as a form of novelty.

This research was conducted considering the impact felt by teachers of using Twitter as a tool in the peer assessment process to improve students' writing skills. It provides an innovative alternative in the learning process that can make students more motivated and engaged. Considering Teachers must develop effective strategies for managing time and activities in class that involve peer assessment via Twitter, ensuring that all students can participate fairly and receive useful feedback. Students also gain experience in using social media for academic purposes, which can improve their digital literacy and prepare them to use technology effectively in future learning and work contexts.

Then, so, twitter is used as a medium and as an intervening variable to make the learning process more attractive and interesting since the students who are classified as generation Z students are happy and intriguing with the way of teaching that involves technology . The writer also teaches using Twitter to face the challenge of industrial revolution 4.0 so the students can learn writing on the internet [26], [27]. Then, as we all know, technology is really helpful in the learning process. Furthermore, it can shorten the amount of time needed and make the students focus because it is handy. Moreover, the writer believes that using Twitter can give several benefits in setting the students' mood, attention, and focus. From the problems that have been mentioned above, the writer would like to conduct a quasi-experimental research entitled "The Effect of Peer assessment through Twitter on students' Writing the Analytical Exposition Text Ability".

2. RESEARCH METHOD

The quantitative method was used as the study method in this research. Quantitative research means illustrative experiences by gathering numeral data analyzed by applying mathematically-based techniques. Then, it provides information to have research questions answered. So, a quantitative method is a method that the output data can be measured using numbers in order to answer research questions [28], [29]. Furthermore, this method was used alongside quasi-experimental as the research design. It is the classic way of organizing a quantitative method in order to cite the causality between the independent variable and the dependent variable besides pre-

experimental design and true experimental design. In this research, peer assessment and Twitter were used as the independent variable and the dependent variable is students' writing analytical exposition text ability. The writer chose two classes of the second-year students in Senior high school 1 Dramaga having similarities in English writing abilities and then classified it into two groups; the experimental class which was given the treatment of peer assessment through Twitter and control class which was not given the treatment. The design of the research is shown in Table 1.

Table 1. Quasi-experimental Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

The population of this research was the second-year students of senior high school 1 Dramaga that was divided into nine classes consist of more or less 360 active students. Purposive sampling was used in this research which means the writer has the control over who the research participant is. Then, the writer chose 60 students as the participants of this research. In this case, two classes were chosen as the participants of this research because of the homogeneity of these class students. The two classes were class XI social science 2 as control class and XI social science 3 as experimental consisting 30 students each class.

The writer used a written test as the instrument of the research. The written test is meant to judge students' ability in writing analytical exposition text ability. The written test was divided into two types of tests: pre-test and post-test. The pre-test was given to both control and experimental class to judge students' ability in writing analytical exposition text before they were treated using peer assessment through Twitter. The students were asked to make an analytical exposition text by following determined criteria. The analytical exposition text that the students made should be in a maximum of 300 words. After that, the writers gave the posttest which is meant to measure student's writing analytical exposition text ability after the treatment. In post-test, the students were asked to make an analytical exposition text in a maximum of 350 words. Moreover, both pretest and post-test were measured by using rubric scoring which Jacob et al suggest in Arthur Hughes.

Table 2. The Scoring Rubric for Assessing Students' Writing Text

Components of writing	Level	Criteria
Content	30-27	Excellent to very good: acquainted with knowledge, substantive, thoroughgoing development of thesis, relevant to the topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but deficiency detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, insufficient for developing the topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not relevant, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice, and usage, mastery of word form, appropriate register.
	17-14	Good to average: adequate range, infrequent errors of word/idiom form

There were two types of tests that the writer used in this research. They were pre-test and post-test. First, a pre-test was given to both the control and the experimental class. It was a maximum of 300 words of analytical exposition text about determined topics that the students should make. The test is meant to measure students' writing analytical exposition text ability before the treatment was given. Then, after giving the pre-test, the writer gave the treatment to the experimental class for four meetings in a row meanwhile the control class was taught with no treatment. The experimental class students were asked to practice their writing analytical exposition text ability by making one and giving feedbacks on Twitter to their pair which has been arranged before [30]. By giving feedback to their pair, the students can learn from their mistakes and then revise their writing at the next meeting.

Moreover, after for meetings of treatment, the students in both classes were given a post-test in order to judge students' writing analytical exposition text ability after the treatment is given. The students were asked to make an analytical exposition text about determined topics in a maximum of 350 words. The result of pre-test and post-test is compared in order to know whether or not using peer assessment through Twitter is effective on students' writing the analytical exposition text ability. To analyze the collected data, four analyses were tested including normality test, homogeneity of variance test, t-test, and effect size.

3. RESULTS AND DISCUSSION

The pre-and post-test results of both classes are analyzed using a normality test, homogeneity of variances test, hypothesis test, and effect size test. The normality and homogeneity of variances test should be tested first to make sure the data is normally distributed and homogenous. After passing those two tests, then the data can be tested using hypothesis and effect size test to find out whether there is a significant effect or not in using the treatment and how big the effect size is. SPSS 26 is used to analyze the data.

3.1. Normality Test

The writer uses Shapiro-Wilk normality test since the sample is not more than 50 each class. This test is used to see whether the data in the pre-test are distributed normally or not. In this research, the writer uses SPSS 26 to calculate the data. The result of the test shows that the data of pre-test of both classes are normally distributed. The test shows that the experimental class' significance of the data is 0.142 while the control class' significance is 0.659. So, both classes' significances are higher than 0.05. Furthermore, the result of the test is presented in Table 3.

Table 3. Normality Test of Pre-Test in Control and Experimental Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experimental	.129	30	.200*	.947	30	.142
	Control	.106	30	.200*	.974	30	.659

Furthermore, the result of this test shows that the data of the post-test in both classes are also normally distributed. The test shows that the experimental class' significance of the data is 0.876 while the control class' significance of the data is 0.363. So, both classes' significances are higher than 0.05. Furthermore, the result of the test is presented in Table 4.

Table 4. Normality Test of Post-Test in Control and Experimental Class

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	Experimental	.095	30	.200*	.982	30	.876
	Control	.120	30	.200*	.963	30	.363

3.2. Homogeneity Test

The homogeneity of variances test is applied to see whether the data of the pre-test in both classes are homogenous or not. The data is considered homogenous when the significances in both classes are higher than 0.05. The result proves that the significances of the data are 0.582. Those made the data of pre-test in both classes are homogenous. After passing the normality and homogeneity of variances test, the data can be tested with the hypothesis and then the effect size test. The result of homogeneity of variances test can be seen in Table 5.

Table 5. Homogeneity of Variances Test Result of Pre-Test

		Levene Statistic	df1	df2	Sig.
		Pretest	Based on Mean	.307	1
	Based on Median	.229	1	58	.634
	Based on Median and with adjusted df	.229	1	54.261	.634
	Based on trimmed mean	.270	1	58	.605

Moreover, the result also shows that the significance of the post-test data of both classes is 0.178. It indicates that the post-test data in both classes are homogenous. Then, the result of the homogeneity of variances test of post-test can be seen in Table 6.

Table 6. Homogeneity of Variances Test Result of Post-Test

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.861	1	58	.178
	Based on Median	1.742	1	58	.192
	Based on Median and with adjusted df	1.742	1	57.989	.192
	Based on trimmed mean	1.819	1	58	.183

3.2. Hypothesis Test

The data that have been tested and have passed the test is analyzed by the hypothesis test to see the effectiveness of using peer assessment through Twitter on students' writing analytical exposition text ability. To calculate the t-test, both classes' means are used.

Post-Test Result

In Table 6 above the post-test result shows that the post-test score in the experimental class which is taught using peer assessment through Twitter got the score 78.133. It is a higher score than 70.167 that the control class gets. The test also shows that the t_{value} is 4.396 with p-value or sig (2-tailed) = 0.000. Moreover, the writer calculates the t_{table} and then finds that the t_{table} is 2.301 with the confidence interval = 95%. So, because the t_{value} (4.396) > t_{table} (2.301) and the p-value or sig (2-tailed) is lower than the significance level (0.05), then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the writer concluded that there is a statistical significance of teaching using peer assessment through Twitter on students' writing analytical exposition text ability at eleventh-grade students of Senior high school 1 Dramaga. The result of the test can be seen in Table 7.

Table 7. T-Test Result of Post-Test

		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	78.133	6.4580	1.1791
	Control	30	70.167	7.5388	1.3764

Gained Score Result

Table 8. T-Test Result of Gained Score

		N	Mean	Std. Deviation	Std. Error Mean
Gained Score	Experimental	30	13.200	10.0804	1.8404
	Control	30	3.700	8.6069	1.5714

In Table 8, the experimental class' mean is higher than control class' mean as the experimental class got 13.200 with 10.08 as the standard deviation while the control class only gets 3.700 and its standard deviation is 8.606. Then, to prove whether or not there is a significant effect of peer assessment through Twitter on students' writing analytical exposition text ability, the tvalue and ttable should be compared. Then, the tvalue is 3.926 or higher than ttable which is 2.301 and the p-value or sig (2-tailed) is 0.000 which indicated that the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is a significant effect of teaching text using peer assessment through Twitter on students' writing analytical exposition text ability eleventh grade students of senior high school 1 Dramaga.

Effect size is the final analysis after the t-test proved the posttest and gained score result. This test is applied to see the level of significance on the effect of using peer assessment through Twitter on students' writing the analytical exposition text ability whether the effect is weak or strong. Moreover, the writer uses Cohen's d effect size calculation to do the test. The result of effect size test is shown in Table 9.

Table 9. Effect Size Test Result

Statistic of Post-Test	Experimental Class	Control Class
Mean of Post-Test	78.133	70.167
Std. Deviation	6.458	7.5388
Effect Size	1.138	

Table 8 shows that the effect size result is 1.138. So, the writer concludes that the effect of teaching using peer assessment through Twitter on students' writing the analytical exposition text is strong since it is higher than 1 which is Cohen's d criteria for a strong level effect size.

The result of this research proves that teaching using peer assessment through Twitter on students' writing analytical exposition text ability at eleventh-grade students of Senior high school 1 Dramaga is effective. Besides, the treatment gives a strong effect. Then, the result of this research is in accordance with this research previous research since result shows that there is an effect in teaching using the technique of peer assessment and Twitter. Moreover, teaching the students using peer assessment through Twitter gives a strong effect on the students' writing analytical exposition text ability. This result of research supports the theory that peer assessment is useful and influence students' writing the analytical exposition text ability. Peer assessment is useful because it encourage collective learning, make the students help each other, enhance communication in the assessment process, and make the learning process faster. Moreover, the students, through the peer assessment method, can learn about writing in a different way which is by being judged by their peers. Peer assessment is also considered to help them to recall their mistakes and language rules.

4. CONCLUSION

Based on the research findings in the previous chapter, the writer concluded that teaching using peer assessment through Twitter on students' writing analytical exposition text ability at eleventh-grade students of Senior high school 1 Dramaga is effective. Besides, the effect size of this treatment is strong. It can be seen as the result of the t-test shows that t_{value} in post-test (4.396) and gained score (3.926) is higher than the t_{table} (2.301) and p-value (2-tailed) = 0.000 or lower than 0.05 as the significance level. This test result meant that the null hypothesis (H_0) is rejected and the alternatives hypothesis (H_a) is accepted. Besides, the result of Cohen's d effect size test proves that this treatment had a strong level of effect. The result of this test shows a score of 1.138 or higher than 1 as Cohen's d criteria for a strong level of effect size. The author recommends further research to compare the effectiveness of peer assessment via Twitter with other assessment methods, such as teacher assessment or direct peer assessment. Further research can reveal which methods are most effective in improving students' writing skills.

ACKNOWLEDGEMENTS

This thank you reflects appreciation to all parties who have contributed and supported the implementation of the research, as well as showing hope that the results of this research can provide positive benefits.

REFERENCES

- [1] L. Yuliawati, "The Mechanics Accuracy of Students' Writing," *Educ. Teach. J. A J. og English Lit. Linguist. Educ.*, vol. 9, no. 1, pp. 46–53, 2021, doi: 10.25273/etj.v9i1.8890.
- [2] P. J. c Emily Purser a, Shoshana Dreyfus b, "Big ideas & sharp focus: Researching and developing students' academic writing across the disciplines," *J. English Acad. Purp.*, vol. 43, 2020, doi: 10.1016/j.jeap.2019.100807.
- [3] S. Crossley, "Linguistic features in writing quality and development : An overview," *J. Writ. Res.*, vol. 11, no. 2020, pp. 415–443, 2020, doi: 10.17239/jowr-2020.11.03.01.
- [4] W. Akhuai et al., *Social Capital of Pancasila Education in Smart Education with Social Media in Cybercrime Prevention in the Industrial Revolution Era*, vol. 4, no. 2. 2022. doi: 10.15294/panjar.v4i2.55047. Type:
- [5] M. Pramono, H. Shinta, C. Puspita, and U. N. Surabaya, "The Strategic Plan of University in Facing Challenges of Industrial Revolution 4.0," *J. Pendidik.*, vol. 5, no. 1, 2020, doi: doi.org/10.26740/jp.v5n1.p%25p.
- [6] M. I. A. Summantri and M. F. K. R. A. S. Syahrial, "Digital Communication In Agricultural Extension In The Era Of The Industrial Revolution 4 . 0," *J. Eng. Manag. Inf. Technol.*, vol. 01, no. 04, pp. 177–190, 2023, doi: 10.61552/JEMIT.2023.04.003.
- [7] D. Denmar, B. Setiyadi, and S. Rahmawati, "Communication in the Industrial Revolution Era 4 . 0 Through Learning Based Learning and Inquiry," *J. Ilm. Pendidik.*, vol. 2, no. 2, pp. 481–489, 2021, doi: 10.51276/edu.v2i2.152.
- [8] M. Fadilurrahman, T. Kurniawan, and S. Shaddiq, "Systematic Literature Review of Disruption Era in Indonesia : The Resistance of Industrial Revolution 4 . 0," *J. Robot. Control*, vol. 2, no. 1, 2021, doi: 10.18196/jrc.2152.
- [9] B. S. W. Widodo, E. Sudibyo, Suryanti, D. A. P Sari , Inzanah, "The Effectiveness Of Gadget-Based Interactive Multimedia In Improving Generation Z ' S," *J. Pendidik. IPA Indones.*, vol. 9, no. 2, pp. 248–256, 2020, doi: 10.15294/jpii.v9i2.23208.
- [10] M. F. Vizcaya-moreno, "Social Media Used and Teaching Methods Preferred by Generation Z Students in the Nursing Clinical Learning Environment : A Cross-Sectional Research Study," *Int. J. Environ. Res. Public Health*, vol. 17, pp. 1–10, 2020, doi: doi:10.3390/ijerph17218267.
- [11] D. V. D. & Sergey A. Vartanov, "Emerging digital media culture in Russia: modeling the media consumption of Generation Z," *J. Multicult. Discourses*, vol. 15, no. 2, pp. 186–203, 2020, doi: 10.1080/17447143.2020.1751648.
- [12] M. P. Vanja Vitezic, "Artificial intelligence acceptance in services: connecting with Generation Z," *Serv. Ind. J.*, vol. 41, no. 13, pp. 926–946, 2021, doi: 10.1080/02642069.2021.1974406.
- [13] W. C. Farrell, "Generation Z in Thailand," *Intrnational J. Cross Cult. Manag.*, vol. 20, no. 1, pp. 25–51, 2020, doi:

- 10.1177/1470595820904116.
- [14] Puspita Sari, "Students' Expository Writing: A Case Study In Paragraph Writing Class," *English J. Literaci Utama*, vol. 3, no. 2, p. 6, 2021, doi: 10.33197/ejlutama.vol5.iss2.2021.136.
- [15] D. D. P. Zefki Okta, Ashadi Ashadi, Sulis Triyono, "Thematic Structure in Students' Writings: Implications on their Ideas Organization and Development," *Regist. J.*, vol. 16, no. 1, 2023, doi: doi.org/10.18326/register.v16i1.49-72.
- [16] T. A. Ukrainetz, "Evidence-Based Expository Intervention: A Tutorial for Speech-Language Pathologists," *Am. J. Speech-Language*, vol. 33, no. 2, pp. 654–675, 2024, doi: 10.1044/2023_AJSLP-23-00036.
- [17] F. Elfa, "An Analysis of Students' Writing Compositions Analytical Exposition Text," *Inovish J.*, vol. 5, no. 1, pp. 44–57, 2020, doi: 10.35314/inovish.v5i1.1350.
- [18] S. Baig, F. Javed, A. Siddiquah, and A. Khanam, "A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan," *SAGE Open*, vol. 11, no. 2, 2021, doi: 10.1177/21582440211023159.
- [19] T. T. T. Nguyen, T. S. Le, and N. T. P. Nam, "Effects of Idea-Generation Strategies on Vietnamese Efl Students' Expository Writing Quality and Self-Efficacy," *Eur. J. Foreign Lang. Teach.*, vol. 8, no. 1, pp. 46–68, 2024, doi: 10.46827/ejfl.v8i1.5249.
- [20] L. Ikawati, "Scaffolding in Teaching Writing," *AL-TARBIYAH J. Pendidik. (The Educ. Journal)*, vol. 30, no. 1, p. 48, 2020, doi: 10.24235/ath.v30i1.6487.
- [21] D. E. Silalahi, P. S. R Sihombing, and L. Purba, "High Order Thinking Skill (Hots) Questions on Learners' Writing Ability of Report Text At Efl of Fkip Universitas Hkbp Nommensen 1*)," *J. Din. Pendidik.*, vol. 14, no. 2, pp. 17–32, 2021, doi: 10.33541/jdp.v14i1.1295.
- [22] H. Amalia, F. Abdullah, and A. S. Fatimah, "Teaching writing to junior high school students: A focus on challenges and solutions," *J. Lang. Linguist. Stud.*, vol. 17, no. 2, pp. 794–810, 2021, doi: 10.17263/jlls.904066.
- [23] D. Ramadhanti and D. P. Yanda, "Students' metacognitive awareness and its impact on writing skill," *Int. J. Lang. Educ.*, vol. 5, no. 3, pp. 193–206, 2021, doi: 10.26858/ijole.v5i3.18978.
- [24] T. Betoni and R. Ulfaika, "The correlation between students' grammatical mastery and students' writing achievement at XI grade students of SMAN 1 Tarakan academic year," *Borneo J. English Lang. Educ.*, vol. 2, no. 1, pp. 42–55, 2020, doi: 10.35334/bjele.v2i1.1615.
- [25] A. Muhyidin, "Does the writing exposition text ability correlate to reading habit and discourse markers mastery?," *J. Educ. Gift. Young Sci.*, vol. 8, no. 2, pp. 885–895, 2020, doi: 10.17478/JEGYS.682065.
- [26] S. Fahmi and C. Rachmijati, "Improving Students' Writing Skill Using Grammaly Application for Second Grade in Senior High School," *Proj. (Professional J. English Educ.*, vol. 4, no. 1, p. 69, 2021, doi: 10.22460/project.v4i1.p69-74.
- [27] D. Purnamasari, D. N. Hidayat, and L. Kurniawati, "an Analysis of Students' Writing Skill on English Descriptive Text," *English Educ. J. Tadris Bhs. Ingg.*, vol. 14, no. 1, pp. 101–114, 2021, doi: 10.24042/ee-jtbi.v14i1.7943.
- [28] R. A. Dawadi, Saraswati, Shrestha, Sagun Giri, "Open Research Online," *PhD thesis, Open Univ.*, vol. 2, no. 2, pp. 1–266., 2021, doi: 10.46809/jpse.v2i2.20.
- [29] R. Popenoe, A. Langius-Eklöf, E. Stenwall, and A. Jervaeus, "A practical guide to data analysis in general literature reviews," *Nord. J. Nurs. Res.*, vol. 41, no. 4, pp. 175–186, 2021, doi: 10.1177/2057158521991949.
- [30] M. M. Musheke and J. Phiri, "The Effects of Effective Communication on Organizational Performance Based on the Systems Theory," *Open J. Bus. Manag.*, vol. 09, no. 02, pp. 659–671, 2021, doi: 10.4236/ojbm.2021.92034.