

# The Effect of the 3I's Method (Instruct, Integrate, Involve) on Students' Recount Text Writing Skill at a Vocational High School

 <https://doi.org/10.31004/jele.v11i3.2574>

\*Indriyani Adam, Zulfah Fakhruddin, Abd. Haris Sunubi, Muajiz Muallim<sup>abcd</sup>

<sup>1234</sup>Institut Agama Islam Negeri Parepare, Indonesia

Corresponding Author: [indri62862@gmail.com](mailto:indri62862@gmail.com)

## A B S T R A C T

This study was conducted to examine the effectiveness of the 3I's method (Instruct, Integrate, and Involve) in enhancing students' ability to write recount texts at SMK Negeri 2 Parepare. A quasi-experimental research design was employed, involving both experimental and control groups that completed pre-tests and post-tests. The participants were eleventh-grade students, and the sample was selected through cluster random sampling. Class XI DKV C served as the experimental group, while Class XI TITL B functioned as the control group, with 21 students in each class. Data were collected using a recount writing test evaluated according to five writing components: content, organization, vocabulary, language use, and mechanics, based on Heaton's scoring rubric. The collected data were analyzed using descriptive statistics and an independent samples t-test. The findings revealed that the experimental group achieved a higher mean post-test score (86.05) than the control group (81.52). In addition, the statistical analysis produced a significance value of 0.029, which was lower than the 0.05 threshold, indicating a significant difference between the groups. These results suggest that the 3I's method effectively improves students' recount writing performance, particularly in generating ideas, applying grammar accurately, and producing well-organized texts. Therefore, the 3I's method can be recommended as an effective instructional approach for teaching writing in vocational high school settings.

**Keywords:** *3I's Method, Recount Text Writing, Quasi-Experimental Study*

### Article History:

Received 15<sup>th</sup> May 2026

Accepted 04<sup>th</sup> June 2026

Published 05<sup>th</sup> June 2026



## INTRODUCTION

The 3I's method (Instruct, Integrate, and Involve) provides a structured instructional framework that supports students in progressing from conceptual understanding to the practical application of knowledge in writing activities. This approach is intended to increase student engagement and improve learning outcomes through a sequence of interconnected learning stages. In the first stage, Instruct, teachers introduce essential concepts, knowledge, and guidance that serve as the foundation for subsequent learning. The second stage, Integrate, encourages learners to relate newly acquired information to their prior knowledge and experiences, enabling them to develop a deeper and more meaningful understanding. During this phase, formative activities and feedback mechanisms help students monitor their progress and address learning difficulties. The final stage, Involve, emphasizes active learner participation through collaborative activities, problem-solving tasks, and authentic writing practices that allow students to apply what they have learned in real contexts (Baronia, 2020; Encarnacao et al., 2011). By moving systematically through these three stages, the 3I's method promotes meaningful learning, strengthens critical thinking, and supports the development of students' writing competence through continuous engagement and practice.

Writing recount texts requires students to organize past events clearly, use appropriate past tense verbs, and maintain coherence throughout the narrative. Organizing past events clearly involves structuring the narrative in a logical sequence, which is essential for creating

a coherent and comprehensible text (Coškun, 2009; Wuthikhamprapan & Tiratanti, 2025). The use of appropriate past tense verbs is crucial as it helps in accurately depicting the temporal relationships between events, ensuring that the narrative maintains its chronological integrity (Rushiti, 2025; Stukker, 2019). Coherence, defined as the logical and semantic integrity within a text, is vital for making the narrative easy to read and understand (Coškun, 2009; De Silva, 2007). Textual coherence is created when ideas in a text are meaningfully connected, not only through grammatical features but through clear and logical relationships between sentences and paragraphs (Minami, 2019; Wuthikhamprapan & Tiratanti, 2025). Additionally, maintaining coherence can be challenging, especially in collaborative writing, where contributions from multiple authors need to be aligned (De Silva, 2007). In addition, grammatical errors significantly affect the quality and clarity of students' writing (Nanning, Saepudin, 2020). Therefore, teaching strategies that emphasize planning, organizing, and revising can significantly enhance students' ability to write coherent recount texts (Satriani et al., 2012; Sudadi et al., 2021; Tuan, 2011).

Many vocational high school students struggle with recount writing due to limited mastery of grammar, sequencing words, and text structure. This challenge is compounded by their overall poor performance in writing, which is often linked to reading difficulties. Students with reading difficulties, including those with poor decoding and comprehension, tend to perform poorly in various writing aspects such as cohesion, language use, spelling, and punctuation in both their first and second languages (Sehlström et al., 2022). Additionally, the complexity of writing, which involves multifaceted knowledge like grammar, genre, vocabulary, and metacognitive competencies, further exacerbates these struggles (Amalia et al., 2021). The lack of adequate instructional time, students' anxiety about writing, and insufficient interaction between students and teachers also contribute to the difficulties faced by vocational high school students in mastering writing skills (Wenxin et al., 2018). Moreover, the transition from high school to college writing introduces new content, audiences, genres, and task expectations, which can be overwhelming for students who already have a weak foundation in writing (Eckstein et al., 2020). Therefore, addressing these challenges requires a multifaceted approach that includes explicit teaching of grammar and vocabulary, collaborative writing activities, and exercises that focus on developing students' writing skills (Amalia et al., 2021).

Based on preliminary observation at SMK Negeri 2 Parepare, many eleventh-grade students experience difficulties in writing recount texts, particularly in terms of limited vocabulary mastery and incorrect use of verb forms in the simple past tense. The lack of vocabulary makes it difficult for students to express their ideas clearly, while errors in using verb 2 forms affect the grammatical accuracy of their writing. In fact, the correct use of the simple past tense is one of the most essential aspects in writing recount texts, as it is used to describe past events chronologically. These problems indicate that students need a more structured and effective instructional method to improve their writing skills.

Students' difficulties in writing often stem from limited vocabulary, weak understanding of text structure, and a lack of practice in expressing personal experiences in written form. Research indicates that limited vocabulary is a significant challenge for students, particularly for those learning English as a second language (ESL) or in English-medium instruction contexts. For instance, international graduate students and Omani tertiary learners both report vocabulary limitations as a primary obstacle in their writing endeavors (Mustafa et al., 2022; Ravichandran et al., 2017). Additionally, understanding and organizing text structure is another common issue. Thai EFL students and ESL tertiary students struggle with structuring their essays, linking sentences, and maintaining coherence in their arguments (Farooqui, 2023; Prapobratanakul, 2024). Furthermore, the lack of practice in expressing personal experiences and ideas in writing is evident among students from various backgrounds. For example, Zimbabwean students transitioning from secondary to university education face difficulties in engaging evaluatively with material, a skill crucial for academic writing (Chikara, 2024). These challenges are compounded by insufficient practice and feedback, as students often rely heavily on teacher feedback and lack opportunities for

*The Effect of the 3I's Method (Instruct, Integrate, Involve) on Students' Recount Text Writing Skill at a Vocational High School*

independent writing practice (Farooqui, 2023; Morrison, 2014). Addressing these issues requires targeted strategies such as extensive reading, examining writing models, and writing multiple drafts to enhance vocabulary, text structure understanding, and personal expression in writing (Mustafa et al., 2022; Prapobratanakul, 2024).

Mastery of writing skills is essential for students as it enables them to communicate personal experiences effectively and develop fundamental narrative writing skills required in the English curriculum. Writing proficiency is not only a critical academic skill that contributes to students' academic success, but also a vital life skill considered a valuable asset in the workplace, as it opens up numerous opportunities for self-expression and communication in various forms, such as essays, emails, and social media posts (Sunubi et al., 2020). Additionally, writing fosters creativity, encouraging students to explore innovative ways to express their thoughts (Vula et al., 2024). For students learning English as a second or foreign language, writing is often the most challenging skill to master (Al Noursi, 2014). However, it is crucial for their academic success and future career prospects, as writing is a key component of assessments and professional communication (Naghdipour, 2021). Mastery of writing skills also reflects students' vocabulary, grammatical proficiency, and logical thinking (Dou, 2024). Furthermore, writing skills are essential for students' social and professional mobility, especially in multilingual and multicultural job markets (Naghdipour, 2021).

The research on the effectiveness of the 3I's Method (Instruct, Integrate, Involve) in improving students' recount writing skills addresses a significant gap in the existing literature. While various instructional strategies have been explored to enhance writing skills, such as AI integration (Syafei, 2025), inquiry-based instruction (Novela et al., 2025), and literature-based instruction (Momani, 2024), there is limited research specifically focusing on a structured method like the 3I's that combines instruction, integration, and involvement. This gap highlights the need for a comprehensive approach that not only instructs but also integrates and involves students actively in the learning process.

The novelty of the 3I's Method lies in its holistic approach to teaching writing skills. Unlike traditional methods that may focus solely on instruction (Huang et al., 2024; Syafei, 2025), the 3I's Method emphasizes a balanced integration of instructing, integrating, and involving students. This method aims to provide a more engaging and interactive learning experience, which is crucial for developing recount writing skills. The integration of these three components ensures that students are not only receiving information but are also actively participating and applying what they learn in a cohesive manner.

Comparing the 3I's Method to other instructional strategies reveals its unique advantages. For instance, while inquiry-based learning (IBL) has been shown to improve writing skills by promoting engagement and critical thinking (Huang et al., 2024; Novela et al., 2025), it often lacks the structured instructional component that the 3I's Method provides. Similarly, technology-enhanced formative assessments (TEFA) offer real-time feedback and personalized support (Huang et al., 2024; Syafei, 2025), but they may not fully engage students in the learning process. The 3I's Method combines the strengths of these approaches by providing structured instruction, integrating various learning activities, and involving students in a meaningful way. The 3I's Method also addresses the need for increased student engagement and improved learning outcomes. Studies have shown that methods promoting active involvement, such as peer-assisted learning and collaborative projects, significantly enhance student engagement and performance (Lee, 2014; Zitha et al., 2023).

The findings from research on the 3I's Method have important implications for future research and educational practice. By addressing the gaps of existing teaching strategies and introducing a new, integrated approach, the 3I's Method has the potential to become a model for creating more effective writing instruction programs. Future research should explore the long-term impacts of this method on various aspects of writing proficiency and its applicability across different educational contexts. Additionally, educators can benefit from incorporating the 3I's Method into their curricula to enhance student engagement and writing skills, ultimately leading to better academic outcomes.

Conducting research on the effectiveness of the 3I's (Instruct, Integrate, Involve) method in improving students' recount text writing ability is important because many learners continue to face challenges in organizing past events, applying accurate past tense forms, and developing coherent narrative. Traditional teaching approaches often provide limited scaffolding, leaving students without the structured guidance they need to master recount writing. The 3I's method offers a systematic progression from explicit instruction to guided practice and independent application which has the potential to address students' linguistic and structural difficulties more effectively. Investigating this method is essential for determining whether it can enhance writing performance, increase student engagement, and provide a more supportive learning environment, particularly in vocational school context where practical and step by step learning approaches are greatly needed. Ultimately, this research can contribute to improving writing pedagogy and offer evidence based strategies for teachers to strengthen students' recount writing skills.

The objective of this study is to examine the effect of the 3I's Method (Instruct, Integrate, Involve) on students' recount writing skill by determining whether this structured instructional approach can improve their ability to organize past events, use accurate past tense forms, and produce coherent narratives. This research is significant because many students struggle with recount writing due to limited vocabulary, poor understanding of text structure, and insufficient guided practice, and the 3I's Method offers a clear, step by step framework that may effectively address these challenges. The findings of this study are expected to provide meaningful insight for teachers and curriculum designers, helping them implement more effective writing instruction and enhance students' overall writing performance. This research question guiding this study is: "Does the 3I's Method significantly improve students' recount writing skill?"

Based on the reviewed literature, it is reasonable to argue that the 3I's Method (Instruct, Integrate, Involve) has strong potential to improve students' recount writing skills because it provides a structured and holistic learning process that addresses their most common difficulties. The method systematically guides learners from understanding key concepts, to integrating new knowledge with existing skills, and finally to applying what they have learned through active involvement, which is crucial for developing narrative coherence, accurate use of past tense verbs, and clear sequencing of events. Given that many vocational high school students struggle with limited vocabulary, weak text structure awareness, and insufficient practice in expressing personal experiences in writing, the 3I's Method is expected to offer a more supportive and engaging learning environment. Therefore, this study argues that the implementation of the 3I's Method will significantly enhance students' recount writing performance compared to traditional, teacher-centered instructional approaches.

## METHOD

This study employs a quasi-experimental design involving pre-test and post-test measures for both the experimental and control groups, in which the results from both groups are compared to determine whether there is an improvement in students' recount text writing skills before and after the implementation of the 3I's Method (Hasani et al., 2024).

## Respondents

The population of this study consists of three classes of eleventh-grade students at SMK Negeri 2 Parepare in the current academic year. The sample is selected using a random sampling technique to ensure that each class has an equal chance of being selected, thus minimizing selection bias and increasing the representativeness of the sample. From this population, two classes are randomly selected: class XI DKV C, consisting of 21 students, is designated as the experimental group receiving treatment through the application of the 3I Method, while class XI TITL B, consisting of 21 students, is designated as the control group receiving no treatment.

## Instruments

The instrument used in this study is a recount text writing test, which is administered at the pretest and post-test stages to measure students' writing ability before and after the treatment. Students' writing performance was assessed based on several key aspects; content, organization, vocabulary, language use, and mechanics using a scoring rubric adapted from J. B. Heaton (Heaton, 1988; Pardede & Herman, 2020). This rubric model has been used in previous studies and has been proven effective in comprehensively measuring students' recount writing skills. The scoring rubric used in this study is presented in Table 1 below.

Table 1. Scoring Rubric of Writing

<b>Content</b>	
30-27	Excellent To Very Good: Knowledgeable-Substantive-Etc.
26-22	Good To Average: Some Knowledge Of Subject - Adequate Range-Etc
21-17	Fair To Poor: Limited Knowledge Of Subject-Little Substance Etc
16-13	Very Poor: Does Not Show Knowledge Of Subject-Non-Substantive Etc.
<b>Organization</b>	
20-18	Excellent To Very Good: Fluent Expression Ideas Clearly Stated-Etc.
17-14	Good To Average: Somewhat Choppy-Loosely Organized But Main Ideas Stand Out-Etc.
13-10	Fair To Poor: Non-Fluent-Ideas Confused Or Disconnected
9-7	Very Poor: Does Not Communicate No Organization Etc
<b>Vocabulary</b>	
20-18	Excellent To Very Good: Sophisticated Range-Effective Word/Idiom Choice And Usage Etc
17-14	Good To Average: Adequate Range Occasional Errors Of Word/Idiom Form, Choice, Usage But Meaning Not Obscured.
13-10	Fair To Poor: Limited Range-Frequent Errors Of Word Idiom
9-7	Very Poor: Essentially Translation-Little Knowledge Of English Vocabulary
<b>Language Use</b>	
25-22	Excellent To Very Good: Effective Complex Constructions
21-19	Good To Average: Effective But Simple Constructions-Etc.
17-11	Fair To Poor: Major Problems In Simple/Complex Constructions
10-5	Very Poor: Virtually No Mastery Of Sentence Construction Rules-Etc.
<b>Mechanics</b>	
5	Excellent To Very Good: Demonstrates Mastery Of Conventions-Ic
4	Good To Average: Occasional Errors Of Spelling, Punctuation-Etc.
3	Good To Average: Occasional Errors Of Spelling, Punctuation-Etc.
2	Very Poor: No Mastery Of Conventions-Dominated By Errors Of Spelling, Punctuation, Capitalization, Paragraphing Etc.

## Procedures

Data collection is carried out in three stages: pre-test, treatment, and post-test. In the initial stage, both the experimental and control groups are given a pre-test to assess their initial writing ability. The experimental group then receives treatment through instruction using the 3I's Method over several meetings, while the control group is taught using conventional teaching methods. After the treatment is completed, both groups are given a post-test to measure their writing ability after the intervention. The post-test results from both groups are then analyzed and compared to examine the effect of the 3I's Method on students' recount text writing skills.

## Data Analysis

The data obtained from the pre-test and post-test are analyzed using descriptive and inferential statistics. Descriptive statistics are used to calculate the mean scores, standard deviations, and overall score distributions of both groups. Furthermore, inferential statistical analysis is conducted using a t-test to determine whether there is a significant difference between both groups. This analysis is conducted to examine the effect of the 3I's Method on students' recount text writing skills.

## FINDINGS AND DISCUSSION

The test was administered through pre-tests and post-tests. These tests were given to the participants, who were divided into two groups: the experimental group and the control group. The following section presents the results of the pre-test and post-test from both the experimental and control groups.

Table 2. The Result of Pre-Test and Post-Test of Experiment Class and Control Class

Aspect Assessed	Experiment Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Content	20.14	25.95	23.67	24.67
Organization	12.52	17.62	15.05	16.86
Vocabulary	13.33	17.1	15.24	16.43
Language Use	14.00	20.71	16.19	19.14
Mechanics	3.81	4.67	4.19	4.43
Total	63.80	86.05	74.34	81.52

Table 2 presents the results of the pre-test and post-test scores of both the experimental and control classes across five aspects of writing assessment: content, organization, vocabulary, language use, and mechanics. The findings indicate that all aspects improved after the treatment; however, the aspect with the highest score in both groups was content. In the experimental class, the content score increased from 20.14 in the pre-test to 25.95 in the post-test, while in the control class it improved from 23.67 to 24.67. This finding suggests that most students were better at developing and expressing ideas in their recount writing compared to the other aspects assessed. Overall, the total mean score of the experimental class increased from 63.80 to 86.05, whereas the control class increased from 74.34 to 81.52.

Table 3. Descriptive Statistic

Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Control	21	81.52	6.486	1.415
Post-Test Experiment	21	86.05	6.446	1.407

Table 3 presents the descriptive statistics of the post-test scores for both the experimental and control groups. The findings show that the experimental group obtained a higher mean score (86.05) than the control group (81.52), indicating that students taught using the 3I's Method achieved better in recount text writing after the treatment. Both groups consisted of 21 students. The standard deviation of the control group was 6.486, while the experimental group obtained a slightly lower standard deviation of 6.446, suggesting that the score distribution in both groups was relatively similar and homogeneous. In addition, the standard error mean of the experimental group (1.407) and the control group (1.415) indicates that the sample means were sufficiently representative. Overall, these descriptive statistics suggest that the implementation of the 3I's Method contributed positively to improving students' recount text writing skills.

Table 4. Range of Students Pre-test Score

Classification	Score	Frequency	
		Experiment Group	Control Group
Excellent	91-100	0	0
Good	76-90	0	6
Average	61-75	14	15
Poor	51-60	6	0
Very poor	>50	1	0
Total		21	21

Then, the table above also shows the grade scale used to classify the writing scores of the experimental group and the control group, namely excellent, good, average, poor, and very

poor. The table indicates that most students in both groups were in the average category in the pre-test. In the experimental group, 14 students were classified as average, 6 students were in the poor category, and 1 student was in the very poor category, while none of the students achieved good or excellent levels. Meanwhile, in the control group, 15 students were in the average category and 6 students were classified as good, with no students in the poor, very poor, or excellent categories. Overall, these findings show that both the experimental and control groups started with relatively similar and moderate levels of recount text writing ability before the treatment.

Table 5. Range of Students Post-test Score

Classification	Score	Frequency	
		Experiment Group	Control Group
Excellent	91-100	6	1
Good	76-90	13	15
Average	61-75	2	5
Poor	51-60	0	0
Very poor	>50	0	0
Total		21	21

Then, the table above also shows the grade scale used to classify the post-test writing scores of the experimental group and the control group, namely excellent, good, average, poor, and very poor. The table shows that most students in both groups achieved higher score categories after the treatment. In the experimental group, 6 students reached the excellent level, 13 students were in the good category, and only 2 students remained in the average category, with no students in the poor and very poor levels. Meanwhile, in the control group, 1 student achieved the excellent level, 15 students were classified as good, and 5 students were in the average category, with no students in the poor and very poor categories. Overall, these findings indicate that the students' recount text writing scores improved in both groups after the post-test, with the experimental group showing better achievement in the highest category.

Table 6. Independent Samples Test

Independent Samples Test								
Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	.329	.570	2.267	40	.029	-4.524	1.995	-8.557 -491
Equal variances not assumed			2.267	39.998	.029	-4.524	1.995	-8.557 -491

Based on the result of the independent sample t-test, the significance value (Sig. 2-tailed) was 0.029, which was lower than the significance level of 0.05 ( $0.029 < 0.05$ ). This indicates that there was a statistically significant difference between the post-test mean scores of the experimental group and the control group. In addition, the mean difference between both groups was -4.524, showing that the experimental group achieved higher scores than the control group after receiving treatment through the 3I's Method. The 95% confidence interval of the difference ranged from -8.557 to -0.491, which did not include zero, further confirming that the difference between the two groups was significant. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It can be concluded that the 3I's Method (Instruct, Integrate, Involve) was effective in improving students' recount text writing skills

The findings of this study reveal that the implementation of the 3I's Method (Instruct, Integrate, Involve) significantly improved students' recount text writing skills. The experimental group showed a substantial increase in the mean score from 63.80 in the pre-test to 86.05 in the post-test, which was higher than the improvement in the control group (74.34 to 81.52). This indicates that the structured stages of the 3I's Method effectively supported students in developing their writing ability. The instruct phase provided clear explanations of recount text structure and grammar, helping students overcome their initial difficulties in vocabulary mastery and the use of simple past tense identified during the preliminary observation. Furthermore, the integrate phase allowed students to connect new knowledge with prior understanding through guided practice and feedback, which likely contributed to the improvement across all writing aspects, particularly content and organization. The involve phase encouraged active participation and independent writing practice, which helped students express ideas more confidently and coherently.

The significant result of the independent sample t-test (Sig. = 0.029 < 0.05) confirms that the improvement in the experimental group was not due to chance but to the effectiveness of the 3I's Method. This finding supports previous studies emphasizing that structured instruction, interactive learning, and active engagement can enhance students' writing performance. The shift in students' achievement categories, from mostly average in the pre-test to predominantly good and excellent in the post-test, also demonstrates that the method successfully addressed students' common writing problems, such as limited vocabulary, weak grammar, and lack of practice. Therefore, the 3I's Method can be considered an effective instructional strategy for improving vocational high school students' recount text writing skills, as it provides systematic guidance, meaningful practice, and active involvement in the learning process.

## CONCLUSIONS

This study demonstrates that the 3I's Method (Instruct, Integrate, Involve) is an effective approach for improving students' recount writing skills. Through its structured stages, the method provides learners with clear guidance, opportunities to connect new knowledge with prior understanding, and active engagement in writing activities. As a result, students showed improvement in various aspects of writing, including content development, organization, vocabulary use, grammar, and mechanics. The method also helped students overcome common difficulties in constructing recount texts by encouraging meaningful practice and active participation throughout the learning process. These findings contribute to the growing body of research on student-centered writing instruction by highlighting the value of systematic and interactive learning strategies in vocational high school contexts. Therefore, the 3I's Method can be recommended as a practical instructional strategy for teaching recount writing and may serve as a useful reference for educators and future researchers seeking to enhance students' writing performance and engagement.

## ACKNOWLEDGEMENTS

The writer would like to express sincere gratitude to her beloved parents for their endless support and encouragement, to the supervisors for their valuable guidance and direction throughout this research, as well as the examiners, Dr. Abdul Haris Sunubi and Muajiz Muallim, S.Hum., M.A. The writer also extends appreciation to SMK Negeri 2 Parepare for providing the opportunity to conduct this research.

## REFERENCES

- Al Noursi, O. (2014). Don't get it right, just get it written: Making feedback work. In *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms* (pp. 209-229). <https://doi.org/10.4018/978-1-4666-6619-1.ch013>
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*,

*The Effect of the 3I's Method (Instruct, Integrate, Involve) on Students' Recount Text Writing Skill at a Vocational High School*  
17, 794–810.

- Baronia, J. M. B. (2020). Enhancing the Sentence Construction Skills of TVL Students through Instruct, Integrate, Involve (3I's) Method. *IOER International Multidisciplinary Research Journal*, 2(2), 46–51. <https://doi.org/10.54476/iimrj365>
- Chikara, T. O. (2024). Navigating Stancetaking at University: An Explorative Study of First-Year Writing in Zimbabwe. In *Language Matters in Contemporary Zimbabwe* (pp. 90–103). <https://doi.org/10.4324/9781032705897-7>
- Coškun, E. (2009). Text coherence in the narrative texts of Turkish students and Bilingual Uzbek students in Turkey. *Scientific Research and Essays*, 4(7), 678–684.
- De Silva, N. (2007). Using narratives in collaborative writing : An example. *ICEIS 2007 - 9th International Conference on Enterprise Information Systems, Proceedings, SAIC*, 351–358.
- Dou, W. (2024). The Application of Generative AI Technology in ESP Courses for Civil Engineering Majors. *Proceedings - 2024 International Conference on Artificial Intelligence and Digital Technology, ICAIDT 2024*, 144–147. <https://doi.org/10.1109/ICAIDT62617.2024.00039>
- Eckstein, G., Ferris, D., & Sibbald, K. (2020). What do students think about their own writing? Insights for teaching new college writers. *Writing and Pedagogy*, 12(2–3), 307–339. <https://doi.org/10.1558/wap.19540>
- Encarnacao, A., Espinosa, P., Au, L., Chung, G., Johnson, L., & Kaiser, W. (2011). Individualized, Interactive Instruction (3i): An Online Formative Assessment and Instructional Tool. *Computers in Education Journal*, 21(1), 45–60.
- Farooqui, A. (2023). Writing Assignments Difficulties, Factors, and Solutions: ESL Teachers' Perspectives. *Arab World English Journal*, 14(4), 358–371. <https://doi.org/10.24093/awej/vol14no4.22>
- Hasani, M. T., Prasetyaningrum, A., & Nazri, M. A. (2024). *A Quasi- Experimental Research on Middle Schools ' Students Writing Skill Development Through the Power of Flipped Classroom Method*. 4, 4773–4785.
- Heaton, J. B. (1988). *Writing English Language Tests* (New Editio).
- Huang, H.-W., Mills, D. J., & Tiangco, J. A. N. Z. (2024). Inquiry-based Learning Approaches Supported by Technology-enhanced Formative Assessment in Flipped EFL Writing. *Proceedings - 2024 5th International Conference on Computer Science, Engineering, and Education, CSEE 2024*, 45–50. <https://doi.org/10.1109/CSEE63195.2024.00017>
- Lee, H.-Y. (2014). Inquiry-based teaching in second and foreign language pedagogy. *Journal of Language Teaching and Research*, 5(6), 1236–1244. <https://doi.org/10.4304/jltr.5.6.1236-1244>
- Minami, M. (2019). Connecting L1 and L2 acquisition: From the perspective of macro and micro narrative structure. *Journal of Japanese Linguistics*, 35(2), 143–164. <https://doi.org/10.1515/jjl-2019-2008>
- Momani, E. R. (2024). Incidental Writing Skills Acquisition Through Using Literature-Based Instruction. *Arab World English Journal*, 15(2), 321–336. <https://doi.org/10.24093/awej/vol15no2.20>
- Morrison, B. (2014). Challenges faced by non-native undergraduate student writers in an English-Medium University. *Asian ESP Journal*, 10(1), 136–174.
- Mustafa, A., Arbab, A. N., & El Sayed, A. A. (2022). Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman. *Arab World English Journal*, 13(3), 41–53. <https://doi.org/10.24093/awej/vol13no3.3>
- Naghdipour, B. (2021). English writing pedagogy at the crossroads: The case of Oman. *Journal of Second Language Writing*, 52. <https://doi.org/10.1016/j.jslw.2021.100815>
- Nanning, Saepudin, M. (2020). *EDUVELOP An Analysis of Grammatical Error in Wiriting Skill*. 3(2).
- Novela, C. C., Sibayan, B. M., Llarenas, S. M. Q., Moreno, R. M. G., Patacsil, F. F., Custodio, J. F., Bueno, M. L., Piso, J. A. L., & Asunio, J. D. (2025). Inquiry-based instruction in english creative writing: Analysis of its originality, fluency, flexibility, and accuracy.

- The Effect of the 3I's Method (Instruct, Integrate, Involve) on Students' Recount Text Writing Skill at a Vocational High School Multidisciplinary Reviews*, 8(9). <https://doi.org/10.31893/multirev.2025308>
- Pardede, H., & Herman, H. (2020). The Effect of Numbered Heads Together Method to the Students' Ability in Writing Recount Text. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 291–303. <https://doi.org/10.37329/cetta.v3i2.455>
- Prapobratanakul, C. (2024). Thai EFL Undergraduate Engineering Students' Perspectives on Academic Writing: Challenges and Strategies. *PASAA*, 68, 1–31. <https://doi.org/10.58837/chula.pasaa.68.1.1>
- Ravichandran, S., Kretovics, M., Kirby, K., & Ghosh, A. (2017). Strategies to address English language writing challenges faced by international graduate students in the US. *Journal of International Students*, 7(3), 764–785. <https://doi.org/10.5281/zenodo.570033>
- Rushiti, E. (2025). Comparative Analysis Of Past Tense Verbs In English And Albanian: A Case Study Of The Novel 'The Old Man And The Sea' By Ernest Hemingway And Its Albanian Version 'Plaku Dhe Deti.' *Ezikov Svyat*, 23(2), 55–65. <https://doi.org/10.37708/ezs.swu.bg.v23i2.5>
- Satriani, I., Emilia, E., & Gunawan, M. H. (2012). Contextual teaching and learning approach to teaching writing. *Indonesian Journal of Applied Linguistics*, 2(1), 10–22. <https://doi.org/10.17509/ijal.v2i1.70>
- Sehlström, P., Waldmann, C., Steinvall, A., & Levlin, M. (2022). Swedish (L1) And English (L2) Argumentative Writing Of Upper Secondary Students With Reading Difficulties. *L1 Educational Studies in Language and Literature*, 22, 1–22. <https://doi.org/10.21248/L1ESLL.2022.22.1.405>
- Stukker, N. (2019). Genre as a factor determining the viewpoint-marking quality of verb tenses. *Cognitive Linguistics*, 30(2), 305–325. <https://doi.org/10.1515/cog-2018-0038>
- Sudadi, S., Ramli, A., Nivin-Vargas, L. R., Rahmadi, R., Kasuma, J., & Angulo-Cabanillas, L. E. (2021). Improving Essay Writing through ProjectBased Learning. *Review of International Geographical Education Online*, 11(5), 4138–4149. <https://doi.org/10.48047/rigeo.11.05.296>
- Sunubi, A. H., Halidin, A., Sulawesi, S., Training, T., Islam, U., & Alauddin, N. (2020). *Paraphrasing Technique To Develop Skill For English Writing Among Indonesian College*. 11(11), 291–297.
- Syafei, M. (2025). Leveraging Artificial Intelligence in Writing: ELT Students' Perspectives and Experiences. *International Journal of Learning, Teaching and Educational Research*, 24(5), 416–430. <https://doi.org/10.26803/ijlter.24.5.22>
- Tuan, L. T. (2011). Teaching writing through genre-based approach. *Theory and Practice in Language Studies*, 1(11), 1471–1478. <https://doi.org/10.4304/tpls.1.11.1471-1478>
- Vula, E., Tyfekçi, N., & Biblekaj, L. (2024). Strategies for Enhancing ESL Writing Proficiency: Insights from a Pre-University Educational Setting. *Journal of Educational and Social Research*, 14(6), 367–377. <https://doi.org/10.36941/jesr-2024-0179>
- Wenxin, D., Danhong, Z., & Fang, L. (2018). A quasi-experimental research on instruction of english writing based on wechat official account in secondary vocational schools. *Proceedings - 2018 7th International Conference of Educational Innovation through Technology, EITT 2018*, 73–76. <https://doi.org/10.1109/EITT.2018.00023>
- Wuthikhamprapan, S., & Tiratanti, P. (2025). Coherence in L2 Narrative Paragraphs Through the Lens of Rhetorical Structure Theory. *PASAA*, 70, 471–508. <https://doi.org/10.58837/chula.pasaa.70.15>
- Zitha, I., Mokganya, G., & Sinthumule, O. (2023). Innovative Strategies for Fostering Student Engagement and Collaborative Learning among Extended Curriculum Programme Students. *Education Sciences*, 13(12). <https://doi.org/10.3390/educsci13121196>