



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Pbi Unimus
Assignment title: A1
Submission title: The Portfolio Assessment to Teach ...
File name: di_Mulyadi_Universitas_Muhammad...
File size: 84.5K
Page count: 9
Word count: 4,019
Character count: 22,487
Submission date: 25-Feb-2021 09:59AM (UTC-0500)
Submission ID: 1517910074

The Portfolio Assessment to Teach Writing of Opinion Essay

Anjar Setiawan
Email: anjar17@unimus.ac.id

Dodi Mulyadi
Email: dodi@unimus.ac.id

Abstract

An opinion essay is a written text to deliver arguments and present supporting evidence to readers. Therefore, this writing activity applies portfolio assessment since it is as a cumulative collection of students' work from beginning to the end. This study aims at describing the implementation of portfolio to teach writing of opinion essay at non-English department in Universitas Muhammadiyah Semarang. The data were collected through observation, test, and questionnaire. The results showed that the implementation of portfolio assessment could help students to write opinion essays by considering its structure and writing components. They were able to state their viewpoint and give supporting data to back up the arguments clearly.

Keywords: portfolio assessment, writing, opinion essay

INTRODUCTION

Writing is a language skill. It requires a thinking process (Brown, 2001, in Meiranti, R., 2012). In writing, students need to be able to present their ideas and feelings in a written form. It is in accordance with Harmer (2001) cited in Trong (2010) writing is the process of expressing ideas, opinions, thoughts, or feelings. Therefore, writing should not be considered as a *natural gift* since this skill can be trained.

As one of English productive skills, experiencing in writing process is an effective strategy to produce a piece of writing. This practice will reveal the students' level of spelling, punctuation, word selection, grammar usage, etc. (Pourverdi, et al., 2016).

Thus, in writing process, there are several contexts that represent literacy perspective, knowledge, technical aspect of writing, characteristics of language, and the difference of linguistic and cultural

background (Murshidi, 2014, in Arifatul and Budiman, 2017). The observation and interview results with college students in Semarang showed that they got some difficulties in formulating ideas, conveying opinions, and structuring the thoughts and data into an opinion essay.

In line with the results of observation above, Suparno (2006) in Wangid (2014) stated writing of opinion essay is a communication activity in the form of delivering written messages to other parties. It means that opinion essay involves the author as the conveyor of the message or content writing to readers. Further, this kind of writing is an activity which is productive and expressive. Productive and expressive contain the meaning of these two characteristics serves as a conveyor of information. Said to be productive because writing is an activity which is to produce a written work in the form of results from the expression of ideas one's mind. While

The Portfolio Assessment to Teach Writing of Opinion Essay

by Pbi Unimus

Submission date: 25-Feb-2021 09:59AM (UTC-0500)

Submission ID: 1517910074

File name: di_Mulyadi_Universitas_Muhammadiyah_Semarang_language_circle.doc (84.5K)

Word count: 4019

Character count: 22487

The Portfolio Assessment to Teach Writing of Opinion Essay

Anjar Setiawan

Email: anjar17@unimus.ac.id

Dodi Mulyadi

Email: dodi@unimus.ac.id

Abstract

An opinion essay is a written text to deliver arguments and present supporting evidence to readers. Therefore, this writing activity applies portfolio assessment since it is as a cumulative collection of students' work from beginning to the end. This study aims at describing the implementation of portfolio to teach writing of opinion essay at non-English department in Universitas Muhammadiyah Semarang. The data were collected through observation, test, and questionnaire. The results showed that the implementation of portfolio assessment could help students to write opinion essays by considering its structure and writing components. They were able to state their viewpoint and give supporting data to back up the arguments clearly.

Keywords: portfolio assessment, writing, opinion essay

INTRODUCTION

Writing is a language skill. It requires a thinking process (Brown, 2001, in Meiranti, R., 2012). In writing, students need to be able to present their ideas and feelings in a written form. It is in accordance with Harmer (2001) cited in Trong (2010) writing is the process of expressing ideas, opinions, thoughts, or feelings. Therefore, writing should not be considered as a *natural gift* since this skill can be trained.

As one of English productive skills, experiencing in writing process is an effective strategy to produce a piece of writing. This practice will reveal the students' level of spelling, punctuation, word selection, grammar usage, etc. (Pourverdi, et al., 2016).

Thus, in writing process, there are several contexts that represent literacy perspective, knowledge, technical aspect of writing, characteristics of language, and the difference of linguistic and cultural

background (Murshidi, 2014, in Arifatul and Budiman, 2017). The observation and interview results with college students in Semarang showed that they got some difficulties in formulating ideas, conveying opinions, and structuring the thoughts and data into an opinion essay.

In line with the results of observation above, Suparno (2006) in Wangid (2014) stated writing of opinion essay is a communication activity in the form of delivering written messages to other parties. It means that opinion essay involves the author as the conveyor of the message or content writing to readers. Further, this kind of writing is an activity which is productive and expressive. Productive and expressive contain the meaning of these two characteristics serves as a conveyor of information. Said to be productive because writing is an activity which is to produce a written work in the form of results from the expression of ideas one's mind. While

expressive means the right (able) to provide (expression) images, intentions, ideas, and feelings (Kamal, 2015).

In writing, students are required to be capable apply a number of skills at once. Before writing, students need to make a plan for selecting topics, organizing, and organizing ideas (Abdulai, 2014). At the time of pouring ideas, he stated there are several things that need attention. For example, linguistic aspects such as formation words, diction, and sentences need to be arranged effectively. Spelling and punctuation are necessarily done appropriately and functionally. A number of these skills prove how the complexity of writing skills. The explanation above concludes that students should have understanding and Writing skills, a proper and well-planned writing learning plan with appropriate learning strategies is needed effective and utilizing suitable media with the conditions of students. Therefore, a teacher or lecturer must understand the learning approach to writing and how to develop students' writing skills.

Thus, this current study is intended to apply portfolio assessment in teaching writing of opinion essay. The portfolio assessment encourages students to reflect on the pieces of ideas, opinions, thoughts, etc. in writing process. As part of the authentic assessment, portfolio assessment can be used as a tool to assess the students' writing. Further, Johnson (1996) in Nezakatgoo (2011) defined portfolio is as a cumulative collection of students' work. In other words, this assessment shows a student's work from beginning to the end.

Barton and Collins (1992) as cited in Birin and Baki (2007), stated that portfolios should be authentic, forms of dynamic assessment, and explicit to establish a correspondence between activities and life experiences. This means that portfolios show the students' efforts, progress, and

achievement over time, increasing their learning motivation and giving them a sense of autonomous learning. Dealing with the positive effect of portfolio assessment on students' writing ability, it directs them to comprehend the writing aspects such as purpose, content, organization, vocabulary, sentence structure, and mechanics in specific (Boumediene, H. et al., 2016). Based on definitions mentioned above, the portfolio assessment can be used to encourage students' involvement and improvement since it contains a record of concrete examples of students' work over time.

Related to the assessment, the following studies show the implementation of portfolio assessment in the teaching and learning process. Abdul (2019); Efendy (2017); Puverdi (2016); Boumediene (2016); and Nezakatgoo, T. (2011) conducted similar studies to investigate the problems and challenges of the university students in writing for an international journal and to investigate the implementation of portfolio assessment to improve students' writing skills and responses. They applied experimental design in their research study. The results showed that implementation of portfolio assessment could improve the students' writing skill and also give their positive responses by using portfolio assessment. Moreover, another significant aspect of the portfolio assessment is student self-reflection. It can be seen that portfolio assessment can successfully encourage the students to become more active and help them to understand the writing processes. In addition, students are able to improve their writing skill and make their words much worthy as well.

Those researches contributed to this present study by knowing the implementation of portfolio assessment in teaching writing skills. Considering the process of writing and using portfolio as a method of assessment, this study is aimed to implement portfolio

assessment to teach writing of opinion essay. Setyowati (2016) stated opinion essay helps students to sharpen their critical thinking and logical thinking skills. Therefore, writing an opinion essay is expected to build the students' critical thinking by writing logical opinions, stating the evidence, and drawing the conclusion.

Writing Process

A writer is the center of attention, and the process of writing needs the students to develop a cognitive structure in presenting ideas. Seow (2002) in Azizah (2017) classified the various activities that occur during writing and identified six major writing processes, including planning, drafting, responding, revising, editing, and evaluating.

Firstly, planning involves generating and organizing ideas in mind, and goal of writing. Secondly, the drafting stage encourages the writer to focus on the fluency of writing and ignore the draft's grammatical accuracy or neatness. Thirdly, responding intervenes between drafting and revising. It is the teacher's job to give reaction to student's drafts. Fourthly, revising is not only to check the language errors, but also to improve global content and the organization of ideas in order to make the writer's intention clearer to the reader. Fifth, the editing stage gives chance students the chance to edit their grammatical, accuracy, dictation, punctuation, spelling, and add supportive textual material such as quotation marks, etc. Last, evaluating is the time to show students an analytical score based on specific aspects of their writing. Thus, they need to be aware of the criteria for evaluation that should include an overall interpretation of the task (Majid, et al., 2012).

Meanwhile, as the components of writing, Jacob, et al (1981) in Anamaryanti (2014) stated 5 components include content, organization, vocabulary, language use, and

mechanics. *Content* is the relevant information about the subject of writing. *Organization* relates to the generic structure and the sequences of the sentences. *Vocabulary* is the use of word choices, phrase, or idiom. *Language use* considers the complex construction, tense, number, article, pronoun, and preposition. *Mechanics* is the way of using spelling, punctuation, and capitalization.

Portfolio Assessment of Writing

In writing process, a portfolio can be a set of the activities taken on overtime in the development of written products. The main concern of portfolio in writing opinion essay is the complexity involved of collections of writing. Therefore, the writing collections need to serve the appropriate grading guidelines, maintain consistency, and avoid subjectivity.

Furthermore, Yancey (1992) in Park (2004) set four principles for implementing the portfolio in writing. 1) Collection; a portfolio is a collection of work, and it is the whole of a student's work. 2) Process; the subset process is one of selection, which is the second principle of portfolios. 3) Reflection; it is the process by which students explain their learning. 4) Communication; in a sense, writing portfolio will communicate something about the writer, values, and context in which the writer has worked.

In addition, O'Malley and Pierce (1996) in Rukmini (2017) mentioned the steps in assessing students' writing by using authentic assessment as follows.

1. Selecting topic that is appropriate for the students.
2. Selecting rubrics that students can use.
3. Sharing rubrics with the students.
4. Identifying bench-mark papers.
5. Reviewing how students write not just what they write.

6. Having a conference with the students on their writing results.

Writing of Opinion Essay

Writing an opinion essay requires students to give various arguments or viewpoints on a topic that will defend the thesis statement. Every single point of argument or viewpoint must be supported by evidence or data in the form of research, academic paper, or other trustworthy sources.

Norquist 2015 in Setyowati (2016) defined that an opinion essay contains the writer's opinions or attitudes to influence the readers. Meanwhile, the stated evidence and data are to convince the readers. Thus, the writer needs to present a logical and valid opinion which is supported by facts to support the main idea. Therefore, to write an interesting opinion essay, writers should determine a topic that is related to daily life or things have been widely known through the mass media such as newspaper, research, TV, online news, etc.

METHODOLOGY

The present study used descriptive qualitative since this study concerned with the processes of a portfolio assessment implementation. The subjects of the study were 75 non-English department students of the third semester in Universitas Muhammadiyah Semarang.

The data were collected through observation, questionnaire, and test. Observation was conducted to know the students' learning problems in writing an opinion essay to express their ideas and feelings. Meanwhile, the data from the test of writing opinion essays measured the students' writing skill, and the questionnaire was administered to know the students' responses after implementing portfolio assessment in the learning process. The collected data from observation were analyzed and interpreted qualitatively.

Moreover, the results of the test and questionnaire were analyzed quantitatively using descriptive statistics based on specific rubrics.

RESULT AND DISCUSSION

In the implementation of portfolio assessment, the English lecturer has arranged the guidance on how to embed portfolio assessment into instructional programs (Gomez, 1999, in Afrianto, 2017). Therefore, the following instructions were used as the teaching strategies that lead students to take responsibility for and reflect on their learning, particularly in writing of an opinion essay.

Designing the Process of Portfolio Assessment Implementation

The design of this learning process was the combination steps of writing process and portfolio assessment. In addition, this design was also considered the results of observation. The observation checklist showed that the students got difficulties on formulating ideas and conveying opinions in a written form. Other results indicated that the students did not know how to structure their thoughts and data into writing opinion essays.

Furthermore, based on observation data, in every single meeting, students show their progress as the collections of writing process. The collections of writing process must be in accordance with the structure of the opinion essay. Thus, the lecturer's main role is to check, evaluate, and give feedback to students' writing process.

Before formulating ideas, students need to read some reading topics or articles that are being discussed by most people. They also might do observation or even watch videos contained controversial issues. Those activities build their critical thinking to formulate ideas by analyzing the problems existed there. After that, they try to write their opinions into written form. Write

several interesting points got from the sources.

Table 1. Structure of opinion essay

Structure	Information	
Title	Ask yourself whether you agree or disagree with the topic. Title contains one complete sentence or a question.	Organization it states the relevant information about the subject of writing. The harmony of text must be very precise since it relates to the generic structure and the sequences of the sentences.
Introduction	Introduce your essay by giving a brief definition the topic and stating your thesis statement.	Vocabulary The selection of vocabularies must be very appropriate by considering the use of word choices, phrase, or idiom.
Opinions/ arguments/ ideas	<ul style="list-style-type: none"> - State your reasons why you agree or disagree with the topic. - Use phrases such as <i>I think..., in my opinion..., the first thing to consider is..., as far as I'm concerned..., etc.</i> 	Language use The use of language considers the complex construction, tense, number, article, pronoun, and preposition.
Evidence/ data/ example	Give the supporting evidence/ data/ example to back up your opinions.	Mechanics The neat and easily readable are prioritized, and it considers the way of using spelling, punctuation, and capitalization.
Conclusion	<ul style="list-style-type: none"> - Conclude the essay by restating your opinions with different words and give the summary for two or three arguments. - Use phrases such as <i>to sum up..., in conclusion..., in spite of..., in order to..., etc.</i> 	

After the structure of opinion essay and the rubric of writing process were well prepared, then the next was implementing

The Implementation of the Portfolio Assessment in Writing Opinion Essay

In implementing portfolio assessment, the steps of writing an opinion essay were obtained from observation results. Therefore, implementing portfolio assessment as a cumulative collection of students' work showed their work from beginning to the end. It was also to encourage them to reflect on their ideas, opinions, and thoughts and present the supporting data in an opinion essay.

Derewianka, J.W. (2004) suggested to determine a topic that will be discussed in the form of an opinion essay are actually very diverse ways to get it. There are many problems that can be obtained after reading (books, magazines, newspapers or other print

In addition, to convey the opinions into written form, students should consider the components of writing skill as follows.

Table 2. Components for assessing writing skill

Components	Information
Content	Content must be very in accordance with the title and

media), watching television broadcasts, watching films and utilizing information on the presence of multimedia technology. This is followed by observing, discussing or holding meetings and interviews with figures or experts in the field. It is through this creative step that a problem is found which can then be raised as a writing topic.

Formulating the title and Stating the Introduction

After gathering information from some sources, the students formulated a title as the topic in their opinion essay. The title consisted of one simple sentence that contained agree or disagree point about the topic. Moreover, the title might be a question form since it referred to a controversial issue that fully attracted readers' attention to read the opinion thoroughly.

Meanwhile, to state the introduction, students define the main idea that would be being discussed. This part was a roadmap that gave a hook to engage the readers with the topic. After that, they stated one or two thesis statements to emphasize the topic stated in the title. The thesis statements were to prepare the readers to dip into the essay. Further, the lecturer checked and gave suggestions to every student.

Generating Ideas/Opinions

In generating ideas or opinions, the students write several points from some sources of research articles, newspapers, or videos of controversial issues. The opinions should be objectives since the problems had existed there.

The ideas stated their reasons why they agree or disagree with the topic. Thus, they not only write the information but also convey their expressions on mind. The opinions consisted of three to five points that were related to each other. In other words, the students were allowed to give criticism or praise to the topic. To make sure that all

students had clearly expressed their thoughts in a precise manner to provide opinions to the issue with reasonable logic, the lecturer gave comments to their writing and all students collected these opinions as the process of writing.

Stating Evidence and Data

To support the opinions stated in the generating ideas part, students gave logical explanation and showed relevant evidence or examples and data. The logical explanation contained facts taken from some sources. Meanwhile, the data might be from the result of analysis by experts or research articles. This part was really fundamental since evidence and data could be use as the validity of the opinion essay. Therefore, the lecturer controlled the students' writing in terms of content and language use for this part.

In addition, Lee, K.-C. (2001) stated to write an opinion article should be including data. Concretely, data is a result of the efforts of a researcher obtained from observations and practice. The data function itself is nothing but to reinforce the ideas you convey. With data, there is talking facts not just wishful thinking, dreams or nonsense. As for how to find data, students can take it by critically reading journals, theses, scientific papers or in major media that exist today.

Drawing Conclusion

In the last part, students draw a conclusion that wrap up their essay. This summary covered all the opinions and data to easily understand the arguments. In addition, the students restated their opinions using different words. Further, the lecturer checked all students' work and made sure that they had completed the writing according to the structure of opinion essay and the components of writing.

Presenting the Opinion Essay

This phase asked students to present their opinion essay on online social media as the submission of portfolio assessment. Hence, the lecturer did evaluation and gave scoring to the students' work.

Table 3. Students' score of writing opinion essay

Components	Mean Score
Content	83.12
Organization	83.33
Vocabulary	77.56
Language use	79.42
Mechanics	80.81

The table above showed that in term of content the students got 83.12, which was meant they were able to formulate title clearly and state the relevant information about the topic of opinion essay. The term of organization, students got 83.33. They could arrange the opinion essay based on generic structure and the sequences of the sentences cohesively. Further, they got 77.56 in term of vocabulary. Most students used appropriate word choices and phrases related to their opinions in their essay. In term of language use, the students' mean score was 79.42 and it was meant that they were able to use tense, article, pronoun, and preposition properly to state the opinions and present the supporting data. The last, the students got 80.81 in term of mechanics. It was meant that their opinion essay was neat and easily to understand since it showed good spelling, punctuation, and capitalization. The findings were relevant to the study conducted by Setyowati (2016) that opinion writing can improve a person's thinking ability. Through writing, someone can express the feelings and arguments that are desired by public. Opinion essay may also contain someone's peeling opinion resolve a particular issue of an actual nature or controversy with the aim to inform the readers.

Students' Reflection towards the Implementation of Portfolio Assessment

The process of implementing portfolio assessment to teach writing of opinion essay run effectively. It was seen in the results of questionnaire. The students were enthusiastic to write an opinion essay using portfolio assessment. They showed their efforts, progress, and achievement over a period of time during writing opinion essay. This learning activity could increase their learning motivation and also give them a sense of autonomous learning. It is relevant to the previous study of portfolio assessment conducted by Efendy, Z. et al. (2017) that this assessment serves various collections of information or documentation of students' work taken during the learning process within a certain period of time and stored in a bundle systematically.

Furthermore, compared to speaking, listening, and reading, the students gave responses that writing offered its advantages to them. It is in line with Hamp-Lyons, L., & Condon, W. (2000) that by writing, a student can express something that is unspeakable, reflect the depth of the mind. It can also be read over and over again, easily duplicated, and lasts beyond the ages. Seeing the things that can be done by writing, students can get benefits in this writing activity, both for themselves and for others through portfolio assessment.

CONCLUSION

In conclusion, the authentic assessment of portfolio has been successfully implemented to teach writing of opinion essay. Its implementation could help students to write opinion essay by considering its structure and the components of writing. They could write an interesting opinion essay by determining a topic that is related to daily life or things have been widely known through the research article, mass media such of newspaper and online news, and YouTube

video contained controversial issues. Further, they were able to state their viewpoint and give supporting data to back up the arguments clearly.

In other words, the portfolios can be easily used to document students' writing progress. It shows a collection of the work of a student, as a result implementation of performance tasks to achieve learning goals, or achieve competencies specified in the curriculum. Thus, realizing the writing process is very important to develop their critical thinking, attitude skills and their expression towards something.

REFERENCES

- Abdul, I. et al. (2019). The Use of Portfolio Assessment of Writing Skill in Descriptive Text. *Journal of Applied Linguistics and Literacy*, 3 (2), 75-85.
- Abdulai, R.T. and Anthony, O. (2014). Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences. *SAGE Open*, 1-15.
- Anamaryanti. (2014). Students' Ability and Problems in Writing Review Text at VII Grade SMAN 4 Kerinci. *Journal English Language Teaching*, 2 (1), 13-24.
- Azizah, U.A., and Budiman, A. (2017). Challenges in Writing Academic Papers for International Publication among Indonesian Graduates Students. *JEELS*, 4 (2), 175-197.
- Birgin, O., and Baki, A. (2007). The Use of Portfolio to Assess Student's Performance. *Turkish Science Education*, 4 (2), 75-90.
- Boumediene, H. et al., (2016). The Effectiveness of Portfolio Assessment on EFL Students' Writing Performance: The Case of Third Year Secondary Students in Algeria. *Academic Journal of Interdisciplinary Studies*, 5 (3), 119-127.
- Derewianka, J.W. (2004). *Exploring How Text Work*. Newton: PETA
- Efendy, Z. et al. (2017). Implementation of Portfolio Assessment in Teaching English Writing. *English Education Journal*, 8 (2), 187-189.
- Hamp-Lyons, L., & Condon, W. (2000). *Assessing the Portfolio: Principles for practice, theory, and research*. Cresskill, NJ: Hampton
- Kamal, A. (2015). Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context. *Journal of Education and Practice*, 6 (27), 10-19.
- Lee, K.-C. (2001). *Teaching materials and methods of comprehensive activity fields*. Taipei: Shin-Lee.
- Majid, et al. (2017). The Effect of Process Writing Practice on the Writing Quality of Form One Students: A Case Study. *Asian Social Science*, 8 (3), 88-989.
- Meiranti, R. (2012). Improving Students' Writing Skills through Field Trip Method. *Journal of English Education*, 1 (1), 1-8.
- Nezakatgoo, T. (2011). The Effects of Portfolio Assessment on Writing of EFL Students. *English Language Teaching*, 4 (2), 231-241.
- Park, T. (2004). An Overview of Portfolio-based Writing Assessment. *TESOL & Applied Linguistics*, 4 (2), 1-3.
- Pourverdi, et al. (2016). Portfolio Assessment and Process Writing: Its Effect on EFL Students' L2 Writing. *Journal of Applied Linguistics and Language Research*, 3 (3), 224-246.
- Pusparini, A. (2017). Analisis Sistem Appraisal Berita Proses Eksekusi Duo Bali Nine. *Paramasastra*, 4(2), 1-16.

- Rukmini, D. (2017). The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, 7 (2), 263-273.
- Setyowati, L. (2016). Analyzing the Students' Ability in Writing Opinion Essay using Flash Fiction. *Journal of English Language Teaching and Linguistics*, 1 (1), 79-92.
- Wangid, M.N., and Azmussy'a'ni. (2014). Peningkatan Keterampilan Menulis Menggunakan Pendekatan Proses dengan Media Gambar di SDN 3 Sakra. *Jurnal Prima Edukasia*, 2 (1), 1-13.

The Portfolio Assessment to Teach Writing of Opinion Essay

ORIGINALITY REPORT

10%

SIMILARITY INDEX

5%

INTERNET SOURCES

2%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1

ejournal.upi.edu

Internet Source

2%

2

jeltl.org

Internet Source

1%

3

Submitted to Multimedia University

Student Paper

1%

4

repository.uin-suska.ac.id

Internet Source

1%

5

Submitted to Universitas Sebelas Maret

Student Paper

1%

6

Soraya Rajabi, Saeed Ketabi. "Enhancing Students' Use of Cohesive Devices: Impacts of PowerPoint Presentations on EFL Academic Writing", Journal of Language Teaching and Research, 2012

Publication

1%

7

Submitted to American Intercontinental University Online

Student Paper

1%

8	Submitted to Northern Caribbean University Student Paper	1%
9	labucuny.blogspot.com Internet Source	<1%
10	Lestari Setyowati, Sony Sukmawan, Ana Ahsana El-Sulukkiyah. "Developing a Literature-Based Instructional Material for Essay Writing Course", <i>Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya</i> , 2020 Publication	<1%
11	Megan Dunn Davison, Linda H. Mason. "A Road Less Traveled", Wiley, 2017 Publication	<1%
12	eprints.uny.ac.id Internet Source	<1%
13	Submitted to Marian University Student Paper	<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On