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ABSTRACT

Implementation of a process-based approach was used to increase the writing skills of native and non-native writers. In this area, various research has been conducted by different researchers. However, the tasks of integrating writing aspects in the stages of process writing have not been given due attention by many researchers in EFL classes. This study aimed to evaluate the role of practicing writing aspects in process-based approach classroom activities to improve students' writing ability. The practice of writing aspects in the process-based approach's stages has been implemented for 16 weeks in an integrated manner. An action research design and comprehensive sampling technique guided the study. Tests, reflective journals, and questionnaires were used to collect data. Accordingly, we found inadequate awareness and less trends of prior predispositions of practicing writing aspects were identified as the core challenges. After action interventions, we found that ordaining the steps of the process approach ignited students to integrate cognitive, linguistic, and social components of writing. Thirdly, the study found that cyclical practicing on writing aspects improved students' writing ability. This implies that scaffolding students' writing in rhetorical aspects inspire their thinking process and writing ability. It was also noticed that it lessened writing apprehension.

Keywords: Challenge, Integrate, process approach, writing aspects, writing ability

INTRODUCTION

Writing involves many tasks to be executed in an organized way. As a cognitive task, writing involves discovering, inventing, brainstorming, and idea-generating. Writers must invent a detailed representation, characteristics, expectations of target readers, intent, and type of texts. Tasks of applying the suitable linguistic component play a key role. The classroom instruction of both students and teachers must incorporate such materials to understand the components of writing methods. (Rosa, M. Manchone, 2009; Alamargot & Chanquoy, 2001; Brien, 1999). Writing also consists of sequenced and separated stages such as planning, drafting, and revising. It is not a single and fastened task; instead, it is cyclical (Hyland, 2002a & b).

University students' writing ability needs to be the concern of instructors. Students can produce various texts (letters, memos, paragraphs, essays, arguments, and reports) for academic success and future careers. Writing is also the center of learning and instructing in higher schooling (Coffin et al., 2005; Kao and Reynolds, 2017). Including active learning activities helps a lot for the students to reflect on their achievements (Fink, 2013 in Chengchieh, 2022). These assist students in producing arguing and organized texts to fulfill University necessities. Not only this, but also writing is a more demanding skill than other skills since it involves complex mental, social and linguistic considerations. As a mental task, writing involves analyzing, evaluating, synthesizing, and reader-projecting (Yelay, 2017; Kao and Reynolds, 2017).

As tertiary-level writers, students need to develop argumentative competence in writing ability. The writing need and expectations of higher education students' writing ability are demanding from time to time. This need is heartening for both learners and instructors to look for the strategies and techniques which develop the rhetorical ability to write both in L1 and EFL writing. Though writing skill is proposed as a medium of communication and means of technology transfer, students' writing competencies were burdened with mechanical aspects (Negretti, 2016; Huerta et al., 2016). Starting from the late 20th century, the demand to consider holistic aspects in the writing process is becoming the concern of evaluating writing ability in native

and non-native cases (Grant, 2010 in Carl & Liliana, 2019). Researchers and theorists in the area agreed that schooling needs to prepare students with the competence to argue and be critical (Reply, 2013, Sehleberge, 2014; Toulmin, 2003).

However, Preliminary non-judgmental findings indicated that writing components were not comprehensively presented to learners, and they are loosely observed in students' writing endeavors. Therefore, the study seeks to answer the following research questions:

1. How does the task of integrating writing aspects in process-based approach classroom improve students' writing ability, and
2. What happens to students' poor writing ability if writing aspects were integrated into the process writing approach classroom?

LITERATURE REVIEW

The process approach of writing is also named writer-based writing. It has been named because it emphasizes writer engagement (Hyland, 2002a). Production of text that heavily relies on predetermined patterns has appealed to dissatisfaction from language theorists since the 1980s. The theorists contended that the nature of writing is not a linear task; instead, it is a cyclical, procreative process and analytical task that leads to conveying the intended meaning. Therefore, corrections made on the superficial aspects of texts do not significantly influence improving learners' writing skills. Instead, EFL classes need to recognize the importance of idea-generating, formulating, revising, and refining writing practices. Moreover, the process approach aims to cultivate learners' abilities, enabling them to work out their solutions to the problems they set and form their raw materials into coherent communication (Zamel, 1985; Miller, 1991).

Writing is cyclical and recursive, leading the writer through various stages. This nature-inspired language scholars formulate approaches (process-based approach, process-genre approach) that pass through various stages such as the construction of the context, examination of the text of the model, collective construction of the text, individual construction of the text, and contemplation on prose. Also, Zhao (2017) in Wardhana (2022) suggested the following stages exploration of intent and functions, language scaffolding, modeling, mutual/ joint text construction, unique text construction, and description.

Learners' active involvement and knowledge discovery in the learning process play a significant role. In the process-oriented paradigm, emphasis has been given to students' engagement and self-assessment in composing activities (Attila & Zolyomi, 2021 & Rodswang, 2017; Irene, L Clark, 2008). Those tasks help them discover their composing process rather than analyze someone else's text. Instructors play a facilitative learning atmosphere to empower autonomous learning rather than concentrating on assigning grades or correcting grammar. Language theorists suggested that writing needs to go through the process (Coffin et al., 2003).

Comparing Practices of Writing Aspects in the PBWA in Western and Asian contexts

Several studies have been done in Asian and Western settings to investigate the effects of process-based versus product-based instruction on writing proficiency. In three of these five studies, students who received process-based Instruction outperformed than who received product-based Instruction (Ho, 2006; Sun & Feng, 2009). To mention some:

After an experimental study, Pham Vu Phi Ho et al. (2020) concluded that students' writing abilities had been enhanced by using the process approach in the writing classroom. In other words, the process approach to teaching writing in the classroom significantly impacted students' writing correctness and fluency.

The process-based method of teaching writing, which divides the transaction into several steps, makes it easier for teachers and students to correctly apply knowledge and abilities (Badger & White, 2000). According to an experimental pattern study, the Process-based writing approach positively influences students' attitudes toward writing, writing habits, and ability (Ho, 2006). Moreover, it was shown that, besides enhancing students' writing abilities, this strategy encourages their active engagement, which has a beneficial impact on their self-esteem and motivation to write (Yilmaz & Aklar, 2015).

A process-based approach to writing reduces students' writing anxiety and boosts their writing success, according to research on this topic conducted on university students. Furthermore, it was said that doing this encourages pupils to write (Bayat, 2014; Mehr, 2017).

Nunan proposes three phases for the process approach: the invention phase (prewriting), the writing phase, and the improvement phase (revising and editing) (2003). The five steps—prewriting, drafting, revising, editing, and publishing—were created from those initial stages. That stage was referred to as the usual stage used in process approach pedagogy. Students can generate successful texts with the help of these strategies (Johnson, 2008).

The cognitive aspect of writing is essential to the writing process. The process-writing methodology makes this possible. Each step begins with the student selecting a topic, followed by gathering and exploring information on the topic with assistance from the instructor and other sources—this aids students in developing texts that target their audience (Oshima and Hogue, 2007).

It has been argued that the process approach to teaching English writing contrasts with the traditional product-oriented technique of Instruction, providing new insight into the fact that this approach has been widely adopted and used by English teachers in their English writing classrooms (Sun & Feng, 2009). In line with this, Harmer (2007) and Badger & White (2000) have noted that it is a successful way of teaching writing. Stanley contends that the process approach views all writing as a creative act that requires time and encouraging feedback to be done successfully, as stated in Sun & Feng (2009).

From the above literature, it was noticed that rhetorical aspects of writing were not given due attention in Process-based Writing Approach (PBAW) classrooms. This initiated this study.

METHODOLOGY

Design of the Study

The study used a pragmatic paradigm and an embedded action research design. Pragmatism is concerned with solving practical problems and building knowledge (Goldkuhl, 2012; Heba Maarouf, 2019; Creswell, 2014). Pragmatism justifies the mixed research strategy and gives researchers access to all possible methodological possibilities. It supports mixed methodology, relational epistemology, a non-singular ontology of truth, and value-laden axiology (Morgan, 2014). Embedded action research design is the design that integrates quantitative and qualitative approach that helps to understand the research problem thoroughly.

Characteristics of Participants

The participants of this study were second-year English Major Students (N=33) at 2022 A.Y and collaborating Instructors. The participants were actively involved in all stages of inquiry, and they were selected via a comprehensive sampling technique. All the students were grade-12 graduates. They joined the Department based on the CGPA scores among social sciences students. During the preliminary interview, 27 students responded that English was their fourth and fifth choice. The CGPA score of the students ranges from 2.23-3.60 in pre-major program. They were registered to attend various English major courses, including Sophomore English (EnLa202). The course focuses on developing students' writing abilities. They have different views about writing and writing techniques. The study intended to evaluate the task of integrating writing aspects in a process writing approach class.

Methods of Data Collection and Validation

The anticipated data were generated from students through tests, reflective diaries, and questionnaires. Journals were kept when they attempted to write, and finally, the questionnaire was administered. These data helped to identify aspects of writing that students fail, the root causes, and how it could be improved. It also inspires us to hold reflection-for further information. Accordingly, Freeman's (1996) participatory stances, processes, and categorizations were applied. Finally, the data were validated using Lather's (2004) techniques, such as triangulation, reflexive subjectivity, and recycling.

Conceptual Framework of the Study

The conceptual framework of the study is displayed in the following figure. It has also been thoroughly realized through phases in section 4.

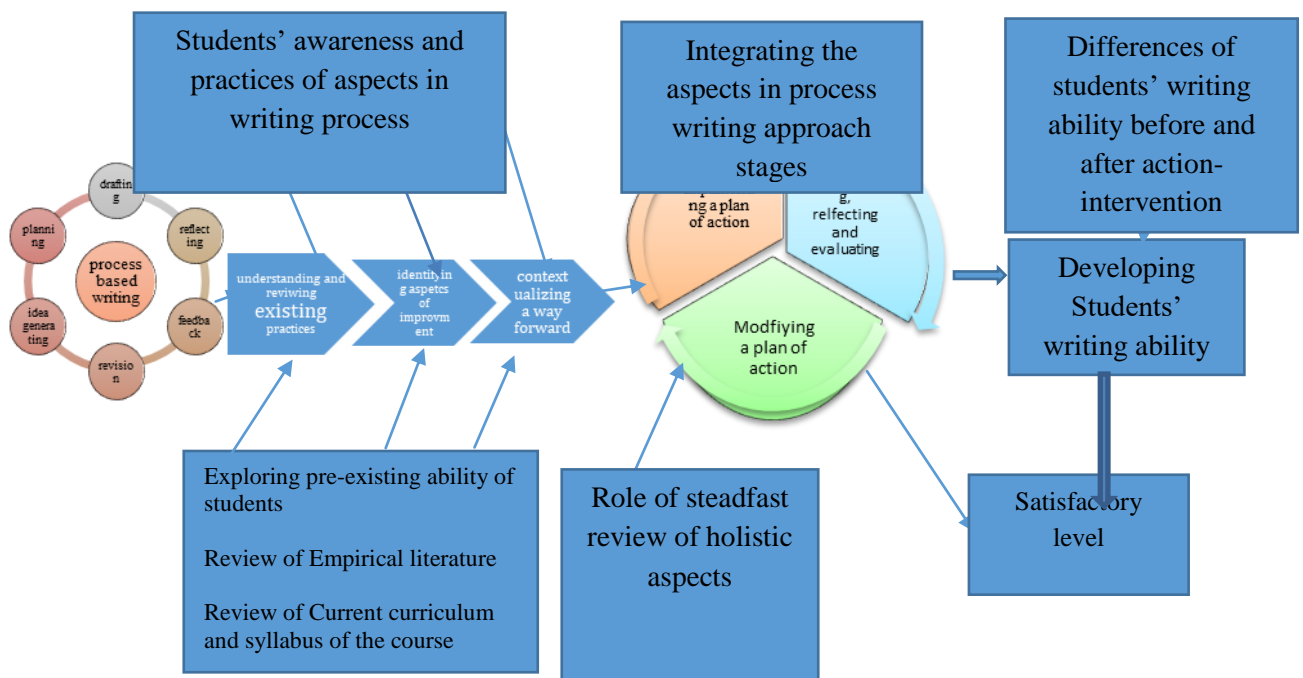


Fig-1 Conceptual framework

Data Analysis Techniques and Presentation

Data sources include students' textual tests, reflective diaries, and questionnaires. Quantitative data collected through questionnaires and tests were computed, verified, encoded, and processed via SPSS version -26. Data from test results on four scales (poor, fair, good, and excellent) for five features of the text (content, organization, idiom selection, language use, and mechanics) specified by Jacob et al. (1981). The data were analyzed using dependent paired samples t-test and Wilcoxon signed-rank test. Descriptive statistics were also used to analyze quantitative data. Correspondingly, qualitative data were collected through the reflective diary. This data was sorted into descriptive narrations, and then inductive Analysis was applied that involved detailed reading and understanding of raw data to derive meaning.

RESULTS

McNiff and Whitehead's (2000 p: 204) action research model was adapted to embrace data analysis and discussions on the scholarly model. "-- action research is a spiral that begins at one point and ends somewhere with an unexpected outcome." The model has an indistinct variety of steps. Still, for this study purpose, the steps were compressed into five interwoven cyclical phases that involve multiple recycling and data collection through tests and a reflective diary. The reflection was based on Schon's (1987) types (reflection-in-action, -on the action, and -for-action) that made researchers learn lessons and informed action plans for the next phase.

Phase I. Evaluating Students' Current Notions and Practices

At this Phase, researchers attempted to formulate research questions, outline initial actions, identify resources and diagnose students' current writing abilities. Secondly, this phase we identified aspects to be improved and contextualized a way forward to answer the first research question. The findings from the reflective diary, test result, and questionnaire were presented as follows.

While attempting to produce a text, the researchers monitored students engagements using a FOCUS scheme. It was found that though they were practicing writing, they loosely held tasks of integrating writing aspects in pre-writing and planning activities such as making an outline, harvesting for aspects of writing like the idea, organizing an idea---etc. They can also not design a plan of action like listing and clustering. One indication of such poor practices in the stages of process writing was that as they offered the title, almost all of them gale to come up with text produced in a single-piece shot. They also troubled to project purpose, contexts, and audience. It was ascertained that students had no clear reasons why they were expected to go through the stages of process-based writing.

Analysis of students' experiences in the above diary revealed that no good writing ability is expected from them in a context where they have no clear awareness about aspects and purposes of writing. This indicates

that students were pitifully concerned about integrating writing aspects into the writing process. Regarding this, Ronald Kellogg T. (2008 p:6 &7) suggested that "as knowledge transforming level writers, students must involve the interaction of planning, translating and reviewing of author representation and held pre-writing activities. If not, their writing ability could not be effective." It was evident in the following table and analytical scenario.

Table 1: Mean score of each aspect of writing in the pre-action test

Aspects	Mean	Std. Deviation	N	Scale
content	16.49	3.55	33	Poor
organizations	12.38	2.08	33	Poor
vocabulary	10.94	1.94	33	Poor
language use	12.32	2.87	33	Poor
mechanics	2.41	.43	33	Poor

Diagnostic information from pretest scores in the above table depicting that students' text production ability in all aspects falls at "poor" level. One indication of the problem was that students scored below the scale set to assess text quality (Jacob et al., 1981 and ILST). For example, the content of the text falls at 16.49/30. The score indicates students have "limited views or substantive to the con," which led to placing the content of the text at a "poor" scale. Students' writing problems mentioned so far might not be scaled at a "poor" level if they were encouraged to held pre-writing and planning activities. However, as indicated in the above reflective diary, students were loosely practicing pre-writing and planning activities which allow them to consider cognitive aspects in writing process. This forced them to place their writing ability at a "poor" scale.

Moreover, practices of integrating writing aspects in process writing approach classes were also assessed through a questionnaire. It has been described and interpreted below.

Table 2: Group mean of students' practices to integrate the aspects before action

	N	Minimum	Maximum	Mean	Std. Deviation
Mean of practices	33	1	4	2.30	.679
Valid N (listwise)	33				

The above table describes the mean of students' practices that falls at 2.30. The finding depicts that students were "rarely" practicing aspects of writing in the process approach of writing. Secondly, the findings mentioned so far lead to conducting classroom conferences to realize aspects of writing in stages of process writing. The lessons learned from the Analysis suggest not only students' underprivileged current writing puzzles but also made to reclaim what researchers-teachers must do to improve students' writing experiences. This finding led to an emergency of the next action step.

Phase II: Scaffolding Students' Experiences of considering Aspects of Writing

This Phase focuses on sharing involvements. At this Phase, an attempt was made to scaffold students' experiences of integrating writing aspects in the stages of the process writing approach. Scaffolding may improve students writing problems. Students were inspired to converse about the stages they needed to go through while writing various texts. To assist the discussions, students were provided with self-prepared teaching material that explains how or why to consider writing aspects in stages of the process writing approach. This was conducted to ignite students' notions about the role of blending and realizing stages of process writing that serve as a 'litmus test.'

The whole class and one-to-one conferences were held for nine hours. The tasks include implementing pre-writing and planning activities such as generating ideas, harvesting information, and note-taking; Practices of multi-draft stages –here, students were offered various topics about the day's fashion (e.g.covid-19). Based on the topics offered, students were put to practice multiple initial drafts on developing, organizing, and elaborating ideas without apprehending errors. Furthermore, students were well-versed and encouraged to go back and forth to get additional information from pre-writing and planning tasks if they detected the ideas were unsatisfactory. Finally, Practices of the steadfast review were conducted –at this stage; the students were made to refine both authoritative and secretary aspects of the text through researchers' feedback, peers, and evaluation checkpoints. They were encouraged to reflect on their learning from the classroom forum and practices. The following reflective and evaluative excerpt accompanies the interpretation.

"The score they obtained on the initial texts were not satisfied them. Secondly, they stated that before this forum, they had less cognition to process writing." One indication of the problem was that they requested to

continue such classroom conferences on how the aspects of texts could be improved. Students' reflections gave assignments that would be part of the subsequent planning and emergency of the next Phase. Then another classroom conferencing was held on the process writing stages. The Instruction is intended to boom students' awareness and practices. (15 January 2022).

From the above reflection, we learned that students were not satisfied though the classroom forum motivated them to think about aspects of writing in the stages of process writing. Secondly, researchers learned to remodify a plan of action and interventions focusing on one-to-one conferencing and a whole classroom forum. This led to an emergency in the following phases.

Phase III: Evaluating Students' Writing Ability and Success after Intervention-i

At this Phase, attempts were made to evaluate whether students' writing ability and practices were improved and how they felt in the realization of integrating aspects of writing in the stages of the process writing approach. In the following period (21 January 2022), they were offered the topic and asked to write the final draft. This test was held after the students were adequately instructed and practiced the stages of process writing for the second time. Collaborating instructors assessed students' writing skills. The data were collected, coded, and presented to SPSS software version 26.

Table 3: Dependent Paired Differences of Pretest and Post-test-1

Aspects		Mean	N	Std. Deviation	Std. Error Mean	Error
Pair 1	content of the text	16.49	33	3.55	.62	
	content of the text	18.96	33	2.63	.46	
Pair 2	organizations of the text	12.38	33	2.08	.37	
	organizations of the text	15.20	33	2.58	.45	
Pair 3	the vocabulary of the text	10.94	33	1.94	.34	
	the vocabulary of the text	14.70	33	2.43	.43	
Pair 4	language use in the text	12.32	33	2.87	.50	
	language use in the text	17.28	33	2.57	.45	

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.(2 tailed)	
				Lower	Upper				
Pair 1	content - content	-2.47	3.52	.62	-3.72	-1.23	-4.04	32	.000
Pair 2	organizations - organizations	-2.82	3.41	.60	-4.03	-1.62	-4.76	32	.000
Pair 3	vocabulary- vocabulary	-3.76	3.18	.56	-4.89	-2.64	-6.79	32	.000
Pair 4	language use - language use	-4.96	4.04	.71	-6.39	-3.53	-7.05	32	.000

Students' writing ability on post-test-1(content of the text for post-tes-1) (M= 18.95, SD=2.63) is found to be significantly better than students' writing success on pretest (content of the text on the pretest) (M= 16.48, SD= 3.55), $t(32) = -4.03$, two-tailed, $p < .05$. Students' achievement on post-test-1(organization of text for the post-test-1) (M= 15.20, SD= 2.58) is found to be significantly higher than students' writing success on pretest (organization of text) (M= 12.37, SD= 2.07), $t(32) = -4.75$, two-tailed, $p < .05$. Students' achievement on post-test-1(vocabulary selection on posttest-1) (M=14.70, SD= 2.43) is found to be significantly better than students' writing success on pretest (vocabulary selection) (M= 10.93, SD= 1.93), $t(32) = -6.76$, two tailed, $p < .05$. Students' achievement on post-test-1 (language use of text on post-test-1) (M=17.28, SD= 2.56) is found to be significantly better than students' success on pretest (language use) (M= 12.31, SD= 2.86), $t(32) = -7.04$, two tailed, $p < .05$.

Wilcoxon test was also used. This test was conducted instead of a dependent pairwise t-test since the mechanic's writing aspect deviated from the standard distribution convention. It has been presented as follows.

Table 4: Dependent paired mean Differences of Pre and Post-test-1 for Mechanics

		N	Mean Rank	Sum of Ranks
mechanics of the text mechanics of the text	Negative Ranks	5 ^a	6.50	32.50
	Positive Ranks	24 ^b	16.77	402.50
	Ties	4 ^c		
	Total	33		
Z		-4.05		
Asymp. Sig. (2-tailed)		.000		

Wilcoxon test for the difference between students' achievement on the pretest and post-test-1(correct usage of mechanics in text) revealed that the difference is statistically significant $z(n=33) = -4.04$, two-tailed, $p < 0.05$. This is because the number of positive ranks is significantly better for post-test-1 than for the pretest.

From the aforementioned analytical data, it was deduced that the effort made to integrate writing-related elements into the process approach classroom had subtly improved students' writing abilities. One indication of improvements is that the p-value of each aspect of the text is < 0.05 , and paired mean differences in students' score has been increasing. However, aspects of the text still need further actions and interventions. The action of writing is a "process that takes place over a long time thinking procedures," and students' writing skills were not satisfactory. This finding necessitated an emergency for the next developmental stage.

Phase IV: Giving Classroom Activities on Cognitive and Linguistic Aspects

They were urged to consider the changes they noticed and how they picked up on such changes in the text's quality after receiving reimbursement for their texts. The changes motivated them to ask for more classroom conferences on the idea and linguistic aspects of texts. Classroom conferencing sessions were made on pre-writing, planning activities, and text polishing techniques for 6 hours. Regarding this, Norton (2009) argued that strong and deep-seated awareness is a teacher's understanding of teaching for many of us to resist change. The following reflective and evaluative excerpt from one of the researchers' journals accompanies the actions and interventions.

It was on 3 February 2022 that students were inspired to exchange texts that contain comments. Exchange of text could allow them to get additional comments from their peers and helps them to identify and correct mistakes and errors indicated in the text. The room was so noisy. Finally, it was noticed that they were dealing with the aspects which had been pierced as an error. This was a particular errand and the nature of the process writing approach. Unfortunately, the period has come to an end. However, they were informed to continue doing the tasks after the class. They were asked to finalize the activities in the next class, and the text was collected again to evaluate the changes.

Analysis of the above reflective diary revealed closer, and reflexive engagements made students promote self-stride solutions to the problem they encountered while learning what Freire (2000) coined 'problem-posing education.' It was also grasped that writing is a procedure that requires time to think and make repeated engagements. The results of such interventions have been described and interpreted in the table and scenario below.

Table 5: Dependent Paired mean Differences of Post-tests 1 and 2

Aspects		Mean	N	Std. Deviation	Std. Error
Pair 1	content	18.95	33	2.63	.46
	content	22.05	33	3.15	.55
Pair 2	organizations	15.20	33	2.58	.45
	organizations	17.44	33	1.72	.30
Pair 3	the vocabulary	14.70	33	2.43	.43
	the vocabulary	17.37	33	1.50	.27
Pair 4	language use	17.28	33	2.57	.45
	language use	19.13	33	2.21	.39

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	content content	-3.01	2.84	.50	-4.01	-2.09	-6.4	32	.000
Pair 2	organizations organizations	-2.25	2.31	.41	-3.06	-1.43	-5.56	32	.000
Pair 3	vocabulary vocabulary	-2.67	2.71	.48	-3.63	-1.71	-5.67	32	.000
Pair 4	language use language use	-1.85	3.19	.56	-2.98	-.72	-3.34	32	.002

Students' achievement on post-test-two (content of the text for posttest 2) (M= 22.05, SD=3.15) is found to be significantly improved than students' writing success on post-test-1 (content of text on posttest-1) (M= 18.95, SD= 2.63), $t(32) = -6.26$, two tailed, $p < .05$. Students' success on posttest-2 (organization of text for posttest 2) (M=17.44, SD= 1.72) is found to be significantly better than students' writing achievement on the posttest 1 (organization of posttest 1) (M= 15.20, SD=2.58), $t(32) = -5.58$, two tailed, $p < .05$. Students' attainment on posttest 2 (vocabulary selection of students for posttest 2) (M= 17.37, SD = 1.49) is found to be significantly improved on posttest 1 (vocabulary selection of students for posttest 1) (M = 14.69, SD = 2.42), $t(32) = -5.66$, two tailed, $p < .05$. Students' achievement on posttest 2 (language use in posttest 2) (M = 19.13, SD = 2.21) is found to be significantly better than on posttest 1 (language use of the text for posttest 1) (M = 17.28, SD = 2.57), $t(32) = -3.33$, two tailed, $p < .05$.

Wilcoxon signed ranks test was also conducted. This test was used in place of a dependent pairwise t-test. We demonstrated and interpreted it as follows.

Table 6: Dependent Paired mean comparison of posttest-1 & 2 on Mechanics

		N	Mean Rank	Sum of Ranks
mechanics of the text	Negative Ranks	3 ^a	11.83	35.50
	Positive Ranks	25 ^b	14.82	370.50
	Ties	5 ^c		
	Total	33		

Z	-3.885 ^b
Asymp. Sig. (2-tailed)	.000

In light of this, the Wilcoxon signed ranks test for the difference between students' performance on pretest and posttest 1 (using proper text mechanics) found that the difference is analytically significant $z(n=33) = -3.885$, two-tailed, $p < .05$. This is because posttest 1's number of positive ranks is noticeably higher than the pretests.

Based on the above analytical information and reflective diary results, it was propped that actions and interventions so far brought significant improvements to students' writing ability on the idea, language use, and mechanics aspects. For example, in the post-test-1 mean of writing skills of the majority of students for content was 18 /30, which means they have limited substantive, but this was increased to 22.05/30, which indicates they have some knowledge of content.

From the above finding, we learned that students' writing ability is worthy of Improvement though it was not excelled. Also, aspects of writing have been pickled discretely. With this lesson, reflection-for was held to contextualize the way forwards, instigating the next Phase for further improvements.

Phase V: Engaging Students in rhetorical Aspects in Process Writing Stages

Phase-v accentuated the dynamism of writing aspects and factors which affect its practices. At this Phase, the students were engaged in the reiterative practices at the stages of the process writing approach. It was believed that such engagements in the stages of process writing reduce writing apprehensions and allow students to collect their memories that help to evaluate the presence of holistic aspects in the text. Holistic aspects are meant to value and enhance meaningful communication via writing. This Phase was conversant via what Hyland (2002a) and Coffin et al. (2005) call writing as problem-solving and cyclical. These are meant to minimize the writing apprehension of the students. Also, Heaton (1990) and Tribble (1996) suggested that written text needs

to possess holistic qualities. Classroom conferences were conducted for three weeks to boost students' holistic skills. It meant engaging students in the stage of process writing.

Towards this end, the students were encouraged to reflect on what they learned from the classroom forum. This meant assessing the magnitude of their insight towards the realization of stages of process writing and feelings triggered by one-to-one classroom experiences. Their reflections in each stage of the writing process show they have a clearer perception than their prior view. One indication was that when they were offered titles, they attempted to jot down phrases, words, and sentences, search for information, map ideas, put aside the first draft, and try to compose the other drafts. Meticulous and thorough application of stages of process writing was held. To this end, students were asked to produce a text. As had been done in previous tests, post-test-3 was administered. Their writing was analyzed to realize the qualities of rhetorical aspects in the text. The finding was demonstrated and interpreted as follows.

Table 7: Dependent paired mean differences of posttest-2 and 3

Aspects		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	content	22.05	33	3.15	.55
	content	27.52	33	1.73	.30
Pair 2	organizations	17.44	33	1.72	.30
	organizations	18.75	33	.89	.15
Pair 3	vocabulary	17.37	33	1.50	.27
	vocabulary	18.22	33	1.04	.19
Pair 4	language use	19.13	33	2.21	.39
	language use	22.23	33	1.78	.31

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	content of the text - content of the text	-5.47	3.64	.64	-6.76	-4.19	-.65	32	.000
Pair 2	organizations-organizations	-1.31	1.74	.31	-1.92	-.69	-.33	32	.000
Pair 3	Vocabulary vocabulary	-.85	1.56	.28	-1.40	-.30	-.14	32	.004
Pair 4	language use language use	-3.11	2.48	.44	-3.99	-2.23	-7.21	32	.000

The above table depicts the difference between tests. Students' writing ability on posttest three (content of the text for posttest 3) (M= 27.52, SD= 1.72) is found to be significantly better than the students' writing success on the posttest 2 (content of the text on the posttest 2) (M= 22.04, SD= 3.14), $t(32) = -8.64$, two-tailed, $p < .05$. Students' achievement on the posttest three (organization of the text for posttest-3) (M = 18.74, S.D. =.82) is found to be significantly better than the students' writing ability on the posttest 2 (organization of the text in the posttest 2) (M = 17.43, SD = 1.71), $t(32) = -4.33$, two-tailed, $p < .05$. Development of students' writing ability on the post-test-3 (idiom selection skill for the post-test-3) (M =18.22, SD =1.04) is found to be significantly improved than the students' writing success on the posttest 2 (idiom selection in posttest 2) (M=17.36, SD =1.49), $t(32) = -.29$, two-tailed, $p < .05$. Improvement of students' writing ability on the posttest 3 (language usage in the text for posttest 3) (M =22.22, SD = 1.26) is evident to be significantly improved than the students' writing success on the post-test-2 (language usage for the posttest-2) (M= 19.12, SD = 2.20), $t(32) = -7.20$, two-tailed, $p < .05$.

The Wilcoxon signed ranks test was applied to analyze the difference between the two pairs of tests, i.e., posttest two and posttest-3, in the mechanic aspects of the text. Consequently, the output has been described and interpreted as follows.

Table 8: Mean difference of posttest 2 and 3 for mechanics

		N	Mean Rank	Sum of Ranks
mechanics of the text mechanics of the text	Negative Ranks	4 ^a	9.13	36.50
	Positive Ranks	22 ^b	14.30	314.50
	Ties	7 ^c		
	Total	33		
Z				-3.60 ^b
Asymp. Sig. (2-tailed)				.000

Wilcoxon signed ranks test for the difference between students' success on posttest two and posttest revealed that the variance is statistically significant $z(n=33) = -3.61$, two-tailed, $p < .05$. This is because the number of positive ranks is significantly better for post-test-3 than students' success in posttest 2.

DISCUSSION

Writing is a process, and it needs performing multi-draft, reflective and reiterative tasks. While performing such tasks, writers must think of aspects of writing. This is because integrating writing aspects into the writing process plays a significant role in producing persuasive texts. This study aims to evaluate the role of practicing and giving due attention to writing aspects on students' writing competence.

Pre-action interventions were carried out to review current practices and identify improved aspects. The student's current writing competencies were appropriately gathered from the students using the exam, questionnaire, and FOCI scheme-based reflective journals to evaluate the pre-existing contexts of practicing writing parts and students' writing abilities. This study has been guided by MCnaffi and Whitehead's (2000) action research design. . Analysis of this data indicated that students were pitifully concerned about integrating writing aspects in the stages process of writing. Regarding this, Ronald Kellogg T. (2008 p:6 &7) suggested that "as knowledge transforming level writers, students must involve the interaction of planning, translating and reviewing of author representation and held pre-writing activities. If not, their writing ability could not be effective." from the pretest score, it has also been found that students' writing ability fall at the "poor" scale. One indication was that students scored below the scale set to assess the text's quality (Jacob et al., 1981). For example, the content of the text falls at 16.49/30. This indicates students have "limited views or substantive to the content," which led to placing the content of the text at a "poor" scale. (For other aspects of writing, look at Table 1). The group means scored by the students from the questionnaire about practicing aspects of writing fall at 2.3. This depicts that students were rarely practicing and considering aspects of writing in process-based writing stages.' The findings imply that students have no clear experiences and reasons why they expected to integrate aspects of writing and held stages of process-based writing. In connection to this, El-Ashri (2013) and Alexandra (2010) suggested deviating the stage's aim apprehend learners to plan, generate an idea, outline an idea, rehears and make a note and take actions like adding, deleting, substituting ideas on a variety of discourse levels. Therefore, it is incredible to expect well-communicating text without scaffolding about aspects and purposes of writing.

The above non-judgmental finding led us to conduct another cycle or phase-ii of the study. In this Phase, nine hours of classroom conferencing were conducted, which targeted scaffolding students' awareness and practices on writing. We made students to be engaged in the stages of the process-based approach. This serves as a litmus test. Toward this end, students were asked to reflect on classroom conferences. From their reflection, we learned that students were not satisfied with the Instruction through the classroom forum motivated them to think about aspects of writing at each stage of the process of writing. From this, we concluded that the level of students' understanding and practices ignited us to design another lesson plan. Accordingly, additional nine hours of classroom conferences were conducted. In connection to this, Ajmal (2020), Sarah (2020), and Ali and Abdullah (2015) recommended that the "process-writing approach boosts writing success and is effective in reducing writing anxiety. This could be attained when students possess adequate notions to integrate the aspects in realizing the stages of the approach." Also, Vygotsky's (1986) Zone of Proximal Development (ZPD) and Krashen's (2013) input hypothesis shows the current level and how the 'scaffolding contributes to the Development of a student's ability.

Remarkably, the results of this study indicated that practicing and considering writing aspects in the process-based approach's stages have developed students' writing ability. Their writing ability also needs to be assessed through meticulous practices of writing aspects. Regarding this, Heaton (1990) and Tribble (1996) suggested that written text needs to possess holistic qualities. From the analytical information and reflective diary results, it has been inferred that students' writing ability has significantly improved. Regarding this, Chenoweth & Hayes (2001) and Coffin (2005) suggested that actions in the stages stimulate learners' inspiration to brainstorm on the tasks, which helps them to come up with influential texts.

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Based on the Analysis of results and discussions so far, it has been concluded that tasks of integrating aspects of writing in the process approach classroom developed the writing ability of most students. The differences between pretest and post-tests scores and reflective journal analysis indicated students' writing ability designated significant improvements though reflections had been required on some less developed writing aspects.

The study has various implications for teaching and learning writing skills through identifying, designing, and implementing pedagogically reasonable strategies and activities. Students need to learn about integrating aspects of writing when actively engaged in idea-generating, harvesting information, arranging ideas, revising, and proofreading texts. This can contribute a lot for syllabus and material designers about integrating writing aspects in the process writing approach classroom and positively influences students' writing success. This also allows other researchers to evaluate and remodify teaching and teaching materials and course syllabuses.

Secondly, reflective, reiterative, cyclical, and closer engagements in the stages of process writing improved writing ability. This is because when the students are made to go through the phases of the process writing approach, they get the opportunity to integrate and think of all essential aspects of writing (content, organization, idiom selection, language use, and mechanics). This is because the approach mitigates the apprehension of writing. Regarding this, Stapa (2008), Prasetyningrum et al. (2021), and Ali Fuat Arici (2015) suggested that the process writing approach is more effective than the product approach in reducing writing apprehension. The findings also affirmed implementing a process-based approach to writing to reduce the frequency of errors committed, leading to minimizing writing anxiety.

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