WILLINGNESS TO WRITE AMONG EFL UNIVERSITY STUDENTS: A CASE OF A VIRTUAL WRITING COURSE IN INDONESIA

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ABSTRACT

There is limited understanding regarding the willingness to write (WtW) and experiences of EFL university student-writers, particularly in the context of a developing academic genre. To fill this gap, this current research undertook a comprehensive exploration of university student-writers' WtW across various proficiency levels and explored their academic writing through a convergent mixed-method case study. Fifty-three university student-writers were engaged in the research, participating in the simultaneous completion of an L2 WtW questionnaire and open-ended questions designed to gauge their willingness to write. The findings unveiled noteworthy insights. Concerning the tenets of L2 WtW, cognition emerged as the most prominent factor, whereas the role of technology received the lowest score. Both groups of participants exhibited a willingness to write L2 texts, with levels ranging from approximately 43.75% to 59.5%. Novice student-writers expressed a perception that producing an academic article was more demanding. Concurrently, both groups acknowledged linguistic and writing aspects as the primary constraints, while novice student-writers were more prone to experiencing psychological and affective hindrances. The adoption of cognitive strategies was predominant among advanced student-writers, while their novice counterparts leaned more toward utilizing social strategies. When presented with the prospect of voluntarily composing academic articles in the future, a divergence in responses emerged. Approximately half of the novice student-writers (51.4%) conveyed reluctance to partake in this writing endeavor in the future. Conversely, a substantial majority of advanced student-writers (93.8%) conveyed their willingness to write.

Key words: willingness to write, L2 WTW, EFL university students, academic writing

INTRODUCTION

In the realm of academic discourse, where English serves as lingua franca, it has become imperative to equip university students with the skill to produce high-quality academic texts. Consequently, an array of academic writing skills has recently become an integral curriculum requirement in higher education (Dugartsyrenova, 2020). Amidst the pivotal roles of academic writing in academic life among faculty members (Fogarty & Ravenscroft, 1999), it is undeniable that EFL university student-writers encounter numerous challenges in completing academic writing tasks. These challenges include writing blocks (Lee, 2003; Soedjatmiko & Widiati, 2003), writing apprehension and anxiety (Lee, 2003; Sundari & Febriyanti, 2017; Wahyuni & Umam, 2017), structural linguistic issues (Yanghee & Jiyoung, 2005), and a lack of practice (Pujianto et al., 2014). These difficulties can lead to the students' reluctance to complete the writing tasks (Madeng & Palanukulwong, 2019).

On the flip side, improving writing skills in English has been associated with students' pleasure and enthusiasm (Leki, 2001). The transformation from grappling with writing challenges to the enjoyment of expressing oneself proficiently in a foreign language creates a positive feedback loop that increases students' motivation to engage in academic writing. This transition can be facilitated by acknowledging the pivotal factors that contribute to students' willingness to write. Factors such as a sense of responsibility of the task, reduced anxiety, and feeling of excitement may affect one's willingness to communicate (Kang, 2005 cited in Zarrinabadi & Tanbakooei, 2016), whether through speaking or writing, in responding to a particular situation.

The construct of willingness to write (henceforth referred to as WtW) was originally derived from the concept of willingness to communicate (WtC) by MacIntyre et al. (1999). Willingness to communicate can be defined as the intention to engage in communication when the opportunity arises (McCroskey & Richmond, 1987 cited in Kaivanpanah et al., 2019), encompassing both oral and written forms of communication. In the teaching/learning context, WtC refers to a "learner's decision to

voluntarily speak the language when the choice is given, even as basic language skills are being acquired (MacIntyre & Doucette, 2010: 161). In the case of WtW, Rafiee and Abbasian-Naghneh (2020) conclude that it reflects the situations in which the writers' inclination to initiate the writing task, indicating their engagement in fulfilling writing tasks by their own choice.

To further comprehend the nuances of willingness to write, it is essential to explore the different layers of this construct. WtW is not just a binary decision to engage in writing; rather it encompasses the writer's internal drive, external motivation, and the interplay of various cognitive and emotional aspects. Understanding WtW requires us to delve into the multifaceted nature of this willingness, including its initiation, persistence, and the overall quality of writing produced.

From broader perspectives, numerous studies have extensively explored WtC in various contexts, such as the WtC concepts within Chinese culture (Peng & Woodrow, 2010; Wen & Clément, 2003), students' WtC in Japan (Aubrey, 2011), EFL learners' WtC in Turkish (Öz et al., 2015), teaching material to enhance students' WtC (Aguskin & Maryani, 2018), the dynamic character of WtC by a Polish student (Mystkowska-Wiertelak, 2018; Pawlak & Mystkowska-Wiertelak, 2015), a learning environment that enhances students' WtC in Japan (Freiermuth & Jarrell, 2006). These studies collectively highlighted the intricate interplay between cultural, educational, and contextual factors, in shaping willingness to communicate, underscoring the complexity of these constructs across diverse settings.

However, much of this research has been primarily focused on oral communication both within and outside the classroom. Meanwhile, research on WtC specifically related to writing skill or willingness to write, particularly within online communication contexts, and variables affecting the WtC are still areas under investigation (Zarrinabadi & Tanbakooei, 2016). This gap in the literature signifies the need to expand our understanding of willingness to write, particularly in the context of digital communication platforms that have become increasingly important to contemporary writing practices.

To our knowledge so far, research dedicated to WtW has primarily explored teaching strategies, such as the use of dialogue journals to enhance students' WtW (Madeng & Palanukulwong, 2019) and doctoral students' WtW in the completion of dissertation projects (Fogarty & Ravenscroft, 1999). These studies have shed light on the potential impact of specific interventions and academic milestones on the students' willingness to write. Nonetheless, none of them have thoroughly scrutinized specific situations regarding the experiences of university student-writers and their L2 WtW in finishing writing tasks during a virtual academic writing course. Moreover, little is known about EFL university student-writers' WtW within the academic writing genre across levels. Additionally, there is limited understanding of how novice and advanced student-writers perceive their experiences in developing academic writing papers and their L2 WtW for future writing endeavors.

This current research was undertaken to address these knowledge gaps and explore the complex landscape of Indonesian EFL university student-writers' experiences and L2 willingness to write academic writing tasks during a virtual academic writing course. By delving into the nuanced aspects of WtW and its multifaceted influences, this study aims to provide valuable insights that inform pedagogical practices, foster a more positive attitude toward writing, and contribute to the advancement of writing research and instruction. To achieve these objectives, the research investigates the following research questions:

1. Are Indonesian EFL university student-writers' L2 willingness to write (WtW) across levels aligned with the tenets of L2 WtW? If so, to what extent?
2. How do these student-writers perceive their experiences in composing academic genre text and for being willing to write academic genre text during a virtual academic writing course?

LITERATURE REVIEW

Willingness to write in an EFL context

The concept of WtW was originally derived from the construct of willingness to communicate (WtC) in first language (L1) communication, representing a personality feature, by McCroskey and Richmond (1987 as cited in Peng & Woodrow, 2010; Zarrinabadi & Tanbakooei, 2016). WtW revolves around an individual's tendency and consistency in their preference to start communication with another person within a given context. It remains relatively stable across various communication situations.

Subsequently, the notion of L2 WtC was then introduced by MacIntyre et al., (1998, 1999: 226). They defined it as "the decision to initiate communication…apparently, once communication has been initiated, the influence of WtC is complete and other communication variables play more dominant roles". In simpler terms, they also emphasized that the construct of WtC is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (MacIntyre et al., 1998 cited in Zarrinabadi & Tanbakooei, 2016: 32). The construct of WtC encompasses various affecting variables that gradually come into play, for instance, apprehension, perceived competence, motivation, and attitude (see Figure 1). These perspectives illuminate WtC as complementary and with integration of trait-level and state-level. At the trait-level, WtC creates a general tendency to place people in situations where communication is expected. Meanwhile, at the state-level, WtC indicates the decision to start communication in a given communication when the choice is available.

Figure 1

Heuristic Model of L2 WTC by MacIntyre et al., (1998, 1999)
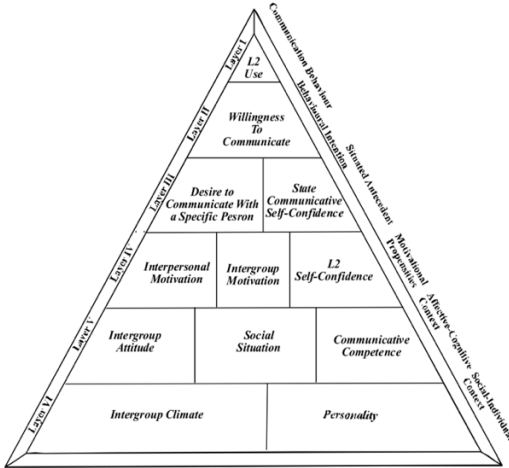
Furthermore, the emergence of the concept of willingness to write (WtW) arose in the response of much research focused on willingness within the realm of second language (L2) learning, particularly pertaining to specific language skills. While willingness to listen and willingness to read have garnered substantial attention, the concept of willingness to write has somewhat remained in the shadows. L2 WtW represents a distinctive facet of language learning, encapsulating an individual's disposition to engage in writing tasks.

L2 WtW, as elucidated by Rafiee and Abbasian-Naghneh (2020: 2), encompasses "an engagement in writing tasks freely or by the writer's choice… reflects the situations in which the writers' inclination to initiate the task of writing an L2 text increases." This perspective underlines the situations where writers are inclined to initiate the act of composing L2 text. In essence, L2 WtW captures the motivational factors that drive individuals to undertake writing tasks voluntarily. This construct delves into the proactive inclination of writers to commence and complete writing assignments, reflecting an inner motivation that goes beyond mere academic obligation.

A person's willingness to initiate an act of writing in a certain

specific situation may be associated with other variables. Several factors can play a role in determining whether the students are ultimately willing or unwilling to engage in writing tasks. Learner autonomy, motivation, attitude, self-confidence, and knowledge of genre have been identified as key factors that affect students' willingness to write (Rafiee & Abbasian-Naghneh, 2020). When considering an online learning situation, students tend to exhibit greater willingness to communicate through online chat, inasmuch as it provided a more comfortable environment. To this finding, factors such as anxiety, power, control, confidence, negotiation and discussion emerge as influencers affecting students' willingness or unwillingness to write in response to a given writing task (Freiermuth & Jarrell, 2006).

Moreover, Kaivanpanah et al. (2019) have formulated various factors contributing to willingness to write, particularly within the EFL context. These factors are categorized into four distinct dimensions: interlingual-profession, cognition, involvement, and technology (as outlined in Table. 1).

Table 1

Factors in Willingness to Write in EFL Context (Kaivanpanah et al., 2019)

Factors	Description
Interlingual-profession	It relates to international posture, linguistics, and professionalism. The ability to communicate effectively across borders and exhibit linguistic competence greatly influence the willingness to write.
Cognition	Cognitive strategies (top-down approach and bottom-up approach) of reflecting, interpreting, and expressing. It plays a significant role in shaping writing engagement.

Factors	Description
Involvement	Comprehensive and collective nature of students' involvement in the act of teaching and learning augments degree of willingness to write. When students feel actively involved in their learning journey, their inclination to participate in writing tasks is often amplified.
Technology	Within the advancement of technology, the use of multimedia and computer can enhance students' willingness to write. The integration of multimedia and computer-based tools can enhance students' motivation and willingness to engage in writing activities.

In essence, the factors influencing willingness to write span various domains, including the learners' personal attributes, contextual variables, and the technological landscape. The intricate interplay of these factors highlights the multidimensional nature of willingness to write and writing engagement. As educators and researchers delve into these nuanced influences, a more holistic understanding of how willingness to write is shaped can be attained.

The previous studies of WtW

Studies examining willingness to write have unveiled students' engagement and intention to initiate writing in a specific certain context/situation. An investigation to Thai low proficiency students by Madeng and Palanukulwong (2019) demonstrated that the students who felt more comfortable with writing were also more willing to share, to read, and to respond to their peer's writing through dialogue journals. This phenomenon underscores the role of comfort and confidence as catalysts for WtW. As the students gain a sense of mastery over writing, they become more inclined to participate actively in discourse, thereby enhancing their overall academic experience.

On the other hand, doctoral students engaged in writing dissertations showed a significant and sustained relationship between

willingness to write and their status of doctoral student (Fogarty & Ravenscroft, 1999). This suggests that willingness to write, among doctoral students, can be a powerful variable with regards to predicting their publication productivity in the future. In the context of advanced academic writing, the notion of WtW extends beyond mere coursework; it becomes a pivotal driving force behind scholarly productivity, contributing to the dissemination of new knowledge.

Moreover, having developed a WtW questionnaire for EFL contexts, Kaivanpanah et al. (2019) identified the tenets of willingness, including interlingua-profession, cognition, involvement, and technology. This broad spectrum of influences on WtW attests to the intricate interplay of language competence, cognitive processes, active engagement, and the evolving role of technology in shaping modern writing practices. WtW is a dynamic variable affected by various factors, and understanding these factors is crucial for devising effective pedagogical strategies that cultivate a positive attitude toward writing.

A study by Rafiee and Abbasian-Naghneh (2020) found that language learner's autonomy played a more significant role in WtW than other factors, such as teacher feedback, self-confidence, motivation, and attitude. Autonomy in writing entails a learner's ability to take ownership of their writing process, which encompasses idea generation, organization, revising, and editing. Empowering students to exercise autonomy in their writing fosters a sense of agency and control, leading to a heightened willingness to engage in the writing process.

Teaching EFL Writing in an Indonesian Context

In the context of Indonesia, English holds a status of being the primary foreign language taught in schools. However, its role primarily is limited to that of a compulsory subject of instruction rather than a language for everyday communication (Fatimah & Masduqi, 2017; Widiati & Cahyono, 2006). Over the course of nearly two decades, the national curriculum has undergone multiple revisions, resulting in shifts in the orientation of English teaching. In the 2004 curriculum, also referred as the competence-based

curriculum, EFL teaching writing practices places emphasis on both the process and product writing orientation. This approach centered on sentence and paragraph development adhering to prescribed patterns. Subsequently, the School Level Curriculum introduced in 2006 initiated a genre-based approach to EFL teaching. This approach aimed to teach and cultivate various text types (Ariyanti, 2016).

The progression continued with the 2013 curriculum, embodying a communicative language teaching approach to cultivate communicative competence (Giyoto et al., 2022). This shift veered away from heavy grammar emphasis, instead focusing on promoting effective communication and language usage in authentic contexts (Ariyanti, 2016). At the university level, English writing skills gain prominence as an essential subject. The learning objectives and content are designed to cater to the needs of both students and institutions (Widiati & Cahyono, 2006). However, it is increasingly evident that teaching English at tertiary levels remains traditional and often ineffective, creating a gap between the government-mandated curriculum and its classroom implementation (Fatimah & Masduqi, 2017).

Moreover, the teaching process encounters its own set of challenges and difficulties. These range from the unpreparedness of schools to implement new curricula and approaches, uneven student achievement, and various obstacles faced by students, teachers, and schools (Fatimah & Masduqi, 2017), such as limited time allotment (Widiati & Cahyono, 2006). Furthermore, the most recent curriculum transformation in Indonesia, known as the Merdeka Kurikulum, embraces a student-centered learning approach (Ferdaus & Novita, 2023), aiming to foster independence and autonomy in learning (MoEC, 2020; Krishnapatria, 2021; Maipita et al., 2021). Within this transformation landscape, English teaching is characterized by the adoption of a genre-based approach and the reinforcement of language skills guided by learning outcomes aligned with the CEFR (Common European Framework of Reference) for language proficiency at level B1 (Muslim & Sumarni, 2023).

This curriculum evolution, accompanied by the expanding role of technology, presents an opportunity for English departments in universities to refocus their efforts on enhancing students' English

competencies. Particularly for writing skills, this emphasis aims to empower students to navigate the complex information presented in academic texts written in English (Fatimah & Masduqi, 2017), thereby supporting their academic workload in written language. Notably, the constructs of autonomous learning mandated in Indonesia's latest curriculum align with the concepts of Willingness to Communicate (WtC) (MacIntyre et al., 1998), which encompasses the initiation of communication, particularly in the case of Willingness to Write (WtW) (Rafiee & Abbasian-Naghneh, 2020) when tackling English writing tasks.

As the educational landscape adapts, investigating WtW in a higher education context in Indonesia becomes pivotal. This inquiry provides a deeper understanding of university student-writers' WtW, which may ultimately contribute to their development as autonomous student-writers. By examining the intersection of students' experiences, perceptions of WtW, and technology in a virtual writing course, this research contributes to the larger discourse on language education and the cultivation of effective academic writing skills in academia.

METHODOLOGY

This present research aimed at exploring EFL university students' perspectives, experiences and willingness to write when confronted with academic genre tasks across different levels within the framework of a virtual writing course. Guided by a convergent mixed method case study design, the researchers collected and combined quantitative questionnaire data and qualitative interviews at the same time, and merged the results (Creswell, 2012). This multifaceted approach enabled a comprehensive examination of the participants' behavior, performance, and viewpoints, offering both a holistic and detailed perspective. The focus was on delving into the multifaceted characteristics of the limited pool of research subjects (Duff, 2012) to gain an in-depth understanding of their behavior, dispositions, experiences, and communities (Duff, 2020). By employing a mixed-method approach, the study leveraged the inherent strength of both

quantitative and qualitative approaches, thereby yielding results that could be generalized to the situational variables of willingness to communicate (Zarrinabadi & Tanbakooei, 2016). In this particular instance, the study aimed to probe into willingness to write (WtW) in the context of foreign language learning. The purposes of the current study, therefore, are twofold. Firstly, it endeavors to scrutinize the willingness of EFL university student-writers to engage in writing tasks across different levels with the tenets of WtW. Secondly, the study investigates the intricate interplay of experiences and perceptions as they relate to writing academic genre texts.

Participants and the course

The participants were EFL university students who voluntarily enrolled and attended an academic writing course conducted in a virtual format. These students provided their informed consent to participate in this research. The participants were categorized into two distinct groups based on their education levels: a group comprising thirty-seven novice student-writers and another group of sixteen advanced student-writers. These participants were selected from the English Education Department at a private university located in Jakarta, Indonesia. Detailed demographical information of both groups are in Table 2 below.

Table 2

Demographic Information of the Participants

Groups of participants	Total participants	Gender		Age	
		Male	Female		
Novice student-writers	37	5	32	18-20 yo	1
				21-25 yo	35
				26-30 yo	1
Advanced student-writers	16	5	11	21-25 yo	4
				26-30 yo	4
				31-35 yo	3
				36-40 yo	2
				Above 40 yo	3

In the context of this research, the undergraduate students who participated can reasonably be classified as novice student-writers, considering their limited exposure to research and writing experiences within academic contexts. This assertion was confirmed with demographical responses, with 85% of participants admitting that they had not previously engaged in writing articles before the commencements of the course. Conversely, the cohort of participants enrolled in the graduate program was categorized as advanced student-writers, reflecting their prior research and writing experiences. Based on the questionnaire, a portion of the student-writers in this group (43.8%) stated that they had engaged in writing articles in the prescribed format prior to undertaking the course.

The academic writing course was offered to participants from both levels of group participants. One of the central objectives of the course was to facilitate the development of academic genre writing skills. These course sessions were virtually conducted, leveraging several digital platforms including the Google Classroom learning management system, the WhatsApp messenger application, and Zoom video conferencing. Throughout the course, the students engaged in various writing activities, which encompassed technical writing skills such as paraphrasing, summarizing, and source integration. Additionally, students were assigned the creation of diverse academic genre writings, as well as the crafting of an academic article. Notably, within the graduate program, the advanced student-writers were also tasked with honing their academic reading ability and navigating scientific references sourced from digital databases.

A comprehensive overview of the writing activities undertaken by both groups can be found in the appendix. Amidst the course sessions, participants were provided with a range of options to approach their writing task of developing an academic article, including individual work, pair-work, and group-work settings. Based on the responses on demographical inquiries, a significant majority (86.5%) of novice student-writers chose to develop their article collaboratively in groups of three, while 10.8% opted for pair-work, and a minor fraction (2.7%) pursued individual work. Among the advanced student-writers, 75% selected groups of three as their preferred collaborative configuration,

and the remaining (25%) choosing to accomplish the task as individual authors.

Data collection

This concurrent mixed method study involved the simultaneous collection of quantitative data from the questionnaire and qualitative data of students' responses from open-ended item questions within two groups of participants (refer to Figure 2). In this study, we valued and saw both data as approximately equal sources of information (Creswell, 2012).

Figure 2

Research Design
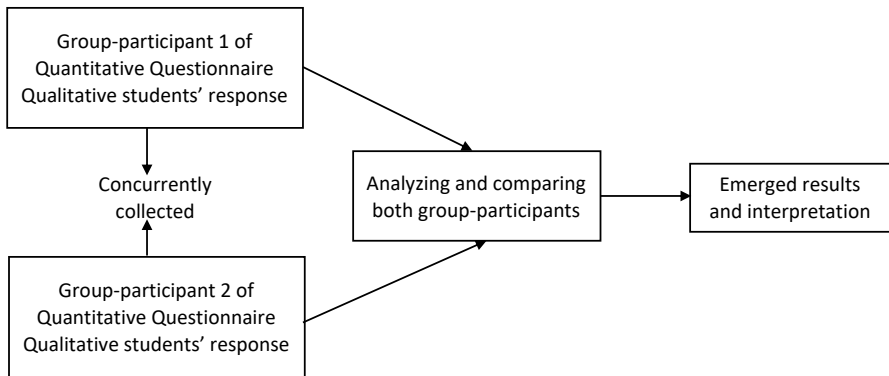
For the purpose of instrumentation, a quantitative questionnaire was adopted from the questionnaire of willingness to write in English (WtW) in an EFL context developed by Kaivanpanah et al. (2019). The questionnaire consisted of 38-item statements, derived from four key constructs of willingness to write: interlingua-profession, cognition, technology, and involvement. The Likert scale items in the L2 WtW questionnaire spanned a range of five responses, from *I am definitely willing to write to I am definitely not willing to write*. To reach a comprehensive understanding of the statements and to minimize the risk of misinterpretation, the questionnaire was

translated and delivered in the participants' first language (Bahasa Indonesia). The validation of the questionnaire for Indonesian contexts yielded values exceeding 0.3 for each item. Internal consistency reliability, as measured by Cronbach's alpha, was estimated to be equal to or greater than 0.70. This indicates that the instrument demonstrated high reliability and internal consistency (Taherdoost, 2018). It is worth noting that we exclusively assessed the validity for each item. The results revealed component loading for each item that exceeded 0.30, surpassing the criteria of the product-moment correlation table with df=51, df=n-2. This outcome signifies that all the items exhibited a commendable level of competence and suitability for use. The questionnaire item's reliability was determined to be high, further highlighting its robustness (as presented in Table 3 below).

Table 3

Scale Reliability Statistics

Cronbach's α	McDonald's ω
0.980	0.981

In conjunction with the L2 WtW questionnaire, participants from both groups were requested to respond to open-ended question items aimed at revealing their views and experiences in composing an academic article. These open-ended inquiries were designed to delve into the participants' individual narratives and encounters, prompting them with a probe such as "*please, tell your experience in writing .....*" for each section of an academic article, such as introduction, research method, findings, conclusion, and abstract. Moreover, these open-ended questions encompassed the participants' reflection on the challenges they encountered and strategies they employed during the article development process, as well as their willingness to undertake similar writing tasks in the future.

Data Analysis

Utilizing Jamovi version 2.0, we performed calculations for the

descriptive statistics and conducted comparative analyses between the two distinct groups of writers: novice and advanced student-writers, categorized according to their level of L2 WtW levels. The dataset encompassed responses from a total of 53 students, comprising 37 novice student-writers and 16 advanced student-writers.

Concerning the qualitative data sourced from open-ended questions, we employed a content analysis procedure for data analysis. The textual responses obtained from the open-ended questions of each group of participants constituted the unit of analysis. These responses were subsequently converted into codes and assembled into a category system (Flick, 2009; Saldana, 2009). To assess the trustworthiness, we applied a member checking technique (Fraenkel & Wallen, 2009). This technique involved coding and analyzing data separately. For any divergent outcomes, we went back to the data and intensively discussed it to achieve final decisions.

RESULTS AND DISCUSSION

The L2 WtW of EFL university student-writers

In response to the proposed first research question concerning the alignment of L2 WtW between both groups of participants with the tenets of L2 WtW factors (namely, interlingual profession, cognition, involvement, technology), descriptive statistics were computed. The results of these calculations are presented in Table 4.

Table 4

Descriptive Statistics from Both Group-Participants of EFL University Student-Writers' L2 WtW

Factor	Writer's level	N	Mean	Median	Mode		SD	Minimum	Maximum
Interlingual-profession	Novice	37	43.9	47	48.0	a	9.27	24	60
	Advanced	16	48.6	50.5	53.0		7.74	30	60
Cognition	Novice	37	49.1	52	52.0		10.01	26	65
	Advanced	16	55.1	55.5	52.0		7.72	40	65
Involvement	Novice	37	33.2	34	36.0		6.68	18	45
	Advanced	16	38.0	37.0	32.0	a	5.63	26	45
Technology	Novice	37	14.3	15	16.0		2.59	9	20
	Advanced	16	16.5	16.0	16.0		2.80	11	20

Note. [a] More than one mode exists, only the first is reported

Looking at the data presented in Table 4, it is evident that the mean, median, and mode of L2 WtW scores for advanced student-writers surpass those of novice student-writers. This discrepancy indicates that advanced student-writers demonstrate a greater willingness to engage in L2 writing, likely attributed to the heightening of their writing cognition and proficiency. Furthermore, when examining both groups, the results reveal that the mean scores for the cognition factor (novice group: 49.1, advanced group: 55.1) were the highest scores among all the factors related to willingness to write in L2. This outcome underscores the prominent role of writing cognition in influencing students' readiness to write in a second language. Interestingly, despite the continued advancements in technology, students' inclination to write in L2, as observed in both group-participants, rank as the least influential factor. This is evident from the lowest average scores in the technology factor (novice group: 14.3, advanced group: 16.5).

A t-test was subsequently conducted on the two distinct participant groups to assess the impact of L2 WtW factors on the extent of their writing enthusiasm. As presented in Table 5, the p-value for both group participants' levels (0.192 and 0.483) were found to be greater than the 0.05 threshold. This outcome indicates that a null hypothesis (H_0) was confirmed for the novice student-writer group participants and further attests that the data in both classes exhibited a normal distribution. Moreover, the test of homogeneity of variances (as depicted in Table 6) yielded a p-value of 0.274, which surpasses the 0.05 threshold, thereby confirming the acceptance of H_0. Additionally, given that the two groups displayed normal distributed and homogenous variances, the t-test could proceed to determine whether the outcomes of the L2 WtW factor exerted a statistically significant influence on the two groups.

Table 5

Descriptive Statistics of the Effects of L2 WtW Factors

	Writer's level	N	W	Shapiro-Wilk p
Score	Novice student-writers	37	0.959	0.192
	Advanced student-writers	16	0.950	0.483

Table 6

Homogeneity of Variances Test (Levene's)

	F	df	df2	p
Score	1.22	1	51	0.274

Note. A low p-value suggests a violation of the assumption of equal variances

As indicated in the independent samples t-test (refer to Table 7), H_a was supported with a p-value of 0.027, which falls below the 0.05 significance threshold. This statistical outcome implies a notable distinction in the inclination of novice and advanced student-writers to engage in L2 writing activities. Regrettably, upon further analysis,

it was discovered that the interlingual profession factor exhibited no significant impact in either group, as its p-value (0.081) exceeded the 0.05 threshold.

Table 7

Independent Samples T-Test

		Statistics	*df*	*p*	Mean difference	*SE* difference	95% confidence interval		Effect size (Cohen's *d*)
							Lower	Upper	
Score	Students' t	-2.25	51.0	0.027	-17.74	7.779	-33.35	-2.119	-0.682
Interlingual profession	Students' t	-1.78	51.0	0.081	-4.71	2.647	-10.02	0.607	-0.532
Cognition	Students' t	-2.15	51.0	0.036	-6.04	2.810	-11.69	-0.402	-0.644
Involvement	Students' t	-2.52	51.0	0.015	-4.81	1.913	-8.65	-0.971	-0.753
Technology	Students' t	-2.74	51.0	0.009	-2.18	0.795	-3.77	-0.579	-0.819

Furthermore, the outcomes of L2 WtW categorization within both groups yielded two distinct levels: low and high. Specifically, the mean L2 WtW score for novice student writers was calculated at 141, while the mean for advanced student-writers stood at 149. This led to the categorization presented in Table 8.

Table 8

Categorization Level (High-Low)

		Novice student-writers	Advanced student-writers
N	low	15 (40.5%)	9 (56.25%)
	high	22 (59.5%)	7 (43.75%)

Examining Table 8, it becomes evident that among the novice student-writers, those possessing a high level of L2 WtW outnumbered their counterparts with a low level. This statistic highlights that a significant portion, accounting for 59.5% of the novice student-writers, exhibit a robust willingness to engage in L2 writing activities. Conversely, when observing the advanced student-writers, a contrasting trend emerges. The number of advanced student-writers with a low level of L2 WtW surpassed those at a high level. This pattern of data signifies that a considerable proportion,

encompassing 56% of the advanced student-writers, demonstrated limited enthusiasm or reluctance to undertake L2 (English) writing tasks.

EFL university student-writers' perspectives, practices, and willingness to write academic genre text

In the context of a virtual writing course that presented a specific situation for composing academic genre text, discernible differences in perceptions emerged between the two groups of participants. Particularly, the perceived level of difficulty in completing the writing task exhibited notable variations. Based on the questionnaire responses of the group-participants, Table 9 provides insights into these perceptions. Among the novice student-writers, a substantial proportion found the task of writing an academic genre text to be highly demanding and challenging. This sentiment is reflected in the responses indicating a perception of the task as 'very difficult' (18.9%) and 'difficult' (29.7%). On the other hand, the majority of advanced student-writers held the view that developing an academic article was moderately difficult, as evidenced by 62.5% categorizing it as 'somewhat difficult.' The remaining 37.5% of advanced student-writers regarded the task as 'difficult'.

Table 9

The Level of Perceived Difficulty in Completing the Writing Task

Group-participants	The level of difficulty			
	very difficult	difficult	somewhat difficult	not difficult at all
Novice student-writers	18.9%	29.7%	51.4%	0%
Advanced student-writers	0%	37.5%	62.5%	0%

To provide greater clarity, both groups of participants shared their individual experiences pertaining to the composition of each section within the academic article. The academic article, being the primary

writing task undertaken during this virtual course, encompassed various sections, including the introduction, research method, findings/results, discussion, conclusion, and abstract. Through their responses to the open-ended questions, the participants extensively elaborated on their approaches to crafting and drafting each section, all while conveying their emotional responses upon completion – which ranged from positive sentiments to negative ones. Hence, the most prominent categories evident in the collected data were the employed writing strategies and the associated emotional responses (both positivity and negativity). This was followed by less prominently mentioned categories. The distribution of salient categories across each section, as expressed by both participant groups, is illustrated in Table 10. This table showcases the frequency of these categories, offering insights into their prevalence within the experiences shared by the novice and advanced student-writers.

Table 10

*The Emerging Categories and the Frequency*

Sections of academic paper	Group -participants			
	Novice student-writers		Advanced student-writers	
	Emerged categories	Frequency	Emerged categories	Frequency
Introduction	Writing strategy	27%	Writing strategy	25%
	Positive feeling	11%	Positive feeling	0%
	Negative feeling	38%	Negative feeling	62.5%
Research method	Writing strategy	27%	Writing strategy	43%
	Positive feeling	24%	Positive feeling	19%
	Negative feeling	37%	Negative feeling	25%
Findings/ results	Writing strategy	35%	Writing strategy	50%
	Positive feeling	11%	Positive feeling	12.5%
	Negative feeling	38%	Negative feeling	6%
Discussion	Writing strategy	35%	Writing strategy	68%
	Positive feeling	19%	Positive feeling	0%
	Negative feeling	30%	Negative feeling	31%
Conclusion	Writing strategy	38%	Writing strategy	68%
	Positive feeling	43%	Positive feeling	25%
	Negative feeling	8%	Negative feeling	6%

Table 10 (continued)

Sections of academic paper	Group -participants			
	Novice student-writers		Advanced student-writers	
	Emerged categories	Frequency	Emerged categories	Frequency
References	Writing strategy	40.5%	Writing strategy	68%
	Positive feeling	27%	Positive feeling	6%
	Negative feeling	21.6%	Negative feeling	12.5%
Abstract	Writing strategy	27%	Writing strategy	50%
	Positive feeling	43%	Positive feeling	12.5%
	Negative feeling	19%	Negative feeling	25%

Concerning the composition of the primary sections within the academic article – namely, introduction, method, findings, and discussion, both groups of participants exhibited a strikingly similar pattern. They predominantly expressed negative perspectives while discussing their experiences in crafting these sections. The utilization of terms such as 'difficult', 'confusing', and 'exhausting' was prevalent within their responses. On the other hand, disparate viewpoints emerged when examining their approaches to writing the remaining sections.

Novice student-writers conveyed a more optimistic stance, indicating a greater degree of positivity in their descriptions. In contrast, the advanced student-writers displayed a somewhat less positive attitude, except for the conclusion section. Furthermore, upon closer examination, it become apparent that among the novice student-writers, the section labelled as Findings and Discussion were perceived the most challenging to compose. Meanwhile, the advanced student-writers deemed the Introduction and Findings sections as particularly demanding segments to tackle, as depicted in Figure 3.

Figure 3

The Most Difficult Section/s in Academic Article Perceived by Both Groups
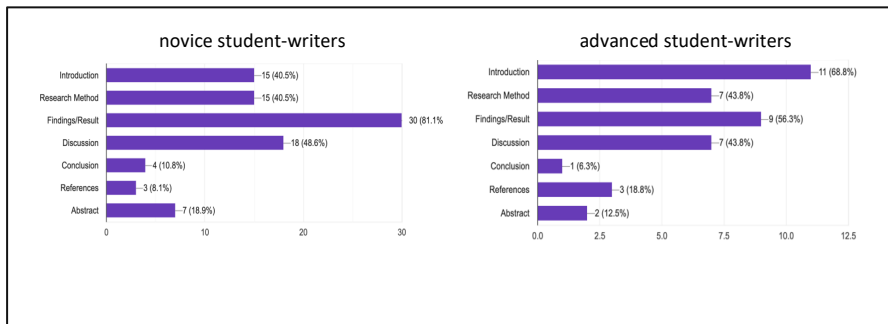
Derived from the responses to open-ended item questions, both sets of participants revealed a multitude of challenges and obstacles they encountered while navigating the intricacies of the writing task, particularly within the primary sections of the article. These sections were notably characterized by impediments such as the pursuit of accuracy, time consumption, and sentence/paragraph construction. A selection of these excerpts is presented below, shedding light on the distinct issues each group faced during the course of developing the academic article.

> Because that section requires very precise and accurate references and requires discussion which according to our group takes a long time of discussion. (AA.N-21)

> Findings/Results and Discussion sections are difficult because they require a lot of time and effort and in the process, accuracy and diligence in compiling data. (AA.N-23)

> Actually I was afraid to make a mistake when arranging sentence by sentence. (AA.A-9)

> Because we are not used to write scientific articles. (AA.A-7)

As evidenced by the qualitative data, the constraints encountered

were subsequently organized into four distinct groups: cognitive/metacognitive factors, linguistic/writing factors, psychological/affective factors, and other factors. Among all group-participants, it was unanimous that they faced various writing constraints while striving to complete the task, albeit with varying frequencies. Notably, both groups collectively identified linguistic and writing aspects as the most pervasive challenges. However, an interesting disparity emerged when comparing the frequency of the psychological/affective factor, with novice student-writers accounting for a higher proportion (32%) in this category, as opposed to advanced student-writers (6%). Conversely, the category labeled 'other factors' garnered greater frequency among advanced student-writers in comparison to their novice counterparts, as illustrated in Table 11.

Table 11

Writing Constraints Experienced by Both Groups

Writing constraints	Group -participants	
	Novice student-writers	Advanced student-writers
Cognitive/metacognitive factors (i.e., searching and re-reading references, selecting, analyzing and detailing information, drawing conclusions)	20%	18%
Linguistic/writing factors (i.e., lack of ideas, low vocabulary, sentence construction, paragraph development, genre knowledge, content, citing, paraphrasing)	40%	43%
Psychological/affective factors (i.e., attention, effort, focus, tenacity, patience)	32%	6%
other factors (i.e., group discussion, lot of information, experience, habits)	8%	33%

Upon successfully completing the various sections of the academic final paper, both groups exhibited contrasting viewpoints regarding their perceptions and reflections on their journey in developing the academic article. In response to open-ended questions about their experience with this writing task, novice student-writers displayed a tendency to closely associate their responses with emotions and affective aspects. In stark contrast, advanced student-writers predominantly recounted the techniques and strategies they employed during the process. Furthermore, the writing strategies applied by both groups were categorized into four distinct strategies: cognitive strategy, metacognitive strategy, social strategy, and affective strategy. Within these categories, a cognitive strategy emerged as the most commonly utilized by advanced student-writers, while novice student-writers leaned more towards employing a social strategy to complete the writing task (refer to Table 12).

As for inclination of student-writers to undertake a similar academic article in the future, a significant disparity emerged between the two groups. Interestingly, novice student-writers demonstrated a nearly balanced distribution, with approximately half of the participants (51.4%) expressing their unwilling to engage in such writing endeavors in the near future (as depicted in Figure 4). This division in perspective can be attributed to a range of factors, including a lack of confidence in their writing ability, perceived difficulty level, and the task's obligatory nature, as illustrated in the excepts provided below.

Because I think it will still be very difficult for me to do the process of working on the article alone (BQ.N-25).

I don't have enough competence in mastering writing structure and vocabulary (BQ.N-20).

If I have an obligation to rewrite it I will do it, but if it is not mandatory I don't think I will because it takes time and energy (BQ.N-18).

Conversely, the remaining participants (48.6%) admitted their

willingness to undertake such as a writing beyond the scope of the course requirement. They narrated some reasons such as the desire to improve their writing skill and capitalize on potential job opportunities, as reflected in the excepts provided below.

> The reason I want to write academic articles again is to add insight by reading various references and honing writing skills (BQ.N-5)

> I want to write academic articles again because it can improve many skills in myself (BQ.N-12).

> To keep practicing, who knows, there might be a job call concerned to writing articles such as I did in this course (BQ.N-13).

Conversely, the group of advanced student-writers demonstrated a tendency to be proactive in their approach and exhibit a greater willingness to engage in writing. A significant majority of the advanced student-writers (93.8%) expressed their eagerness to embark on similar academic article writing tasks in the near future. They attributed their willingness to factors such as their adeptness in writing and competence, coupled with the belief that their writing could yield implications for the workplace and society at large. This sentiment is echoed in the excepts provided below.

> I think writing is such an activity that can make me more get some insight and knowledge and practice my writing skill

> I really want to write academic/scientific articles so that I can show ideas related to learning English; as a result, it helps to solve problems around my field of work (BQ.A-6).

> … every academic year I have to fill out data analysis of each assessment of my students. So (I) indirectly start getting used to do research that aims to progress the student's learning process. It's just that I need to enrich the right vocabulary to fill in the introduction and explanation (for my writing) (BQ.A-16).

DISCUSSION

This present research was designed with a two-fold purpose: to delve into the alignment of EFL university student-writers' L2 willingness with the tenets of L2 WtW and to explore their perspectives, practices, and future willingness to write a certain genre text, namely academic articles. Analyzing the L2 WtW tenets among both groups revealed an intriguing pattern: the cognition factor yielded the highest mean scores among the various factors influencing willingness to write in L2. This indicates the substantial role of cognitive processes in shaping the decision of EFL student-writers to initiate L2 writing activities.

The prominence of cognition, as stated by Kaivanpanah et al. (2019), encompasses the interplay between L1 writing proficiency and the cognitive strategic process in L2 writing. Notably, the significance of L1 writing skills cannot be underestimated. Successful L2 writing is not solely reliant on vocabulary and grammar proficiency in the target language; it also entails the transfer of schematic knowledge for idea generation and text organization from L1 to L2 writing contexts (Pae, 2019). Meanwhile, the intricate process of writing itself requires a range of cognitive activities, including ideation, organization, actual writing, review, and revision, often guided by feedback (Ramadhanti, 2021). These multifaceted cognitive activities likely contribute to the varying degrees of willingness among student-writers to engage in L2 writing.

The statistical results further highlight an intriguing finding: the technology factor yielded the lowest scores in terms of its influence on the willingness to write in L2 for both groups. This outcome raises a thought-provoking question about the role of technological advancement in shaping writing enthusiasm among EFL student-writers. Despite the rapid expansion of technology in the realm of L2 writing education, it appears that technological devices may probably not be the primary driving force behind the willingness to engage in L2 writing activities. In the broader context of English language teaching (ELT) in Indonesia, the limited integration of technology in the classroom could shed light on this result. The availability, adequacy, and usability of educational technological tools for both

educators and learners have been longstanding challenges. The educational landscape often falls short in providing teachers and students with the necessary tools and training to harness the benefits of technology for language learning. The situation is exacerbated by various factors, including limited resources, infrastructure gaps, and a lack of proper training in technology integration (Atmojo & Nugroho, 2020). During the transition to Emergency Remote Teaching (ERT) due to unforeseen circumstances, the integration of technology has been met with challenges. For example, the shift to distance learning, facilitated by technological tools, has revealed issues related to student low self-regulation and teacher readiness (Churiyah et al., 2020). Additionally, the assumption that all EFL students, who may be digital natives in their daily lives, will seamlessly adapt to a digital learning environment has proven to be a misconception. The successful use of technology for learning requires not only digital familiarity but also specific digital literacy skills (Amin & Sundari, 2020). This discrepancy between the potential and implementation of technology in education is particularly relevant to EFL writing instruction in a virtual learning environment. While technology offers opportunities for interactive and dynamic writing tasks, its effective use needs a conducive environment, comprehensive teacher training, and adequate resources.

Furthermore, the descriptive statistical results of L2 WtW categorization shed light on an intriguing aspect. Among the novice student-writers, a significant 59.5% exhibited a high willingness to write in L2, while a slightly lower proportion of 43.75% of advanced student-writers were identified as highly willing to engage in L2 writing activities. This observation suggests that only around half of participants in each group possess a genuine inclination and inherent motivation to actively choose to write in L2. This finding might depict an interesting nuance: though proficient writing skills are undoubtedly pivotal and essential for academic success at the university level (Dugartsyrenova, 2020; Fogarty & Ravenscroft, 1999), the acquisition of such skills does not necessarily translate to an innate willingness to continue writing in L2 in various situations. In a broader context, this finding may be consistent with the insights from Beatty and Ulasewicz (2006), whose study revealed that a majority of

vocational university students harbored a limited intrinsic interest in English learning, including writing skills. The divergence between acquired writing proficiency and the underlying willingness to utilize these skills highlights the intricate interplay between practical aptitude and intrinsic motivation.

After given a particular writing task to produce an academic article in L2, both groups of participants were prompted to discuss their experiences and perceptions. The responses gathered from open-ended questions revealed a distinct contrast between novice and advanced student-writers. Notably, novice student-writers tended to perceive the act of composing an academic article as a significantly more demanding and challenging task in comparison to their advanced counterparts. This disparity can be attributed to several factors. Novice writers being relatively inexperienced within the academic culture of a university setting, often grapple with the need to adapt to and engage in the intricacies of L2 academic writing practices (Juliaty, 2019). Being newcomers to the academic community, these students may experience confusion and writing block (Lee, 2003) stemming from a lack of practice (Pujianto et al., 2014) and a limited L2 writing repertoire, such as genre knowledge, essay format, structure of ideas and arguments and the use of rhetorical questions and academic vocabulary (Juliaty, 2019). Delving deeper into the drafting process of the various sections within the academic article, both groups of participants in this current research shared in an almost similar fashion in which they perceive more negative perspectives on writing the main sections (i.e., introduction, method, findings, and discussion). Specifically, Introduction, Findings, and Discussion were regarded as the most challenging sections to compose. This finding was somewhat predictable since developing these main sections requires rigorous critical reading of academic references, higher order thinking processes, and skillful utilization of arguments. Similar findings were also found in the study by Wakerkwa et al. (2019) that investigated university students' written academic discourse. Their research reported that the Discussion section was consistently identified as the most challenging part to write due to its requirement for in-depth interpretation.

Concerning the writing constraints encountered while composing

academic articles, both groups of participants have experienced linguistic and writing aspects as the most prevalent hindrances in academic writing. It is widely recognized that linguistic and writing issues constitute significant challenges in L2 writing, including structural linguistic problems (Kim & Kim, 2005). In an Indonesian context, it is noteworthy that student-writers have encountered problems related to grammatical accuracy, cohesion, and coherence terms (Ariyanti & Fitriana, 2017) as well as grammatical structures and vocabulary levels (Rahmatunisa, 2014). Further, compared to advanced student-writers, novice student-writers were immensely hindered by psychological and affective constraints, such as exhaustion, attention difficulties, lack of focus, patience, and diligence. Similar findings were also found in the research by Tanasy and Nashruddin (2020) and Maharani and Setyarini (2019). Both studies reported affective constraints, such as less motivation, boredom, exhaustion, and anxiety are hindrances in L2 writing. Due to their relatively fledgling academic identity within the academic community (Juliaty, 2019), novice student-writers may experience reduced resilience under the weight of writing pressure. In contrast, advanced student-writers encounter distinct procedural and technical constraints when completing the academic task during virtual writing course, such as managing virtual group discussions, organizing numerous online sources, and writing habits.

Having encountered various writing constraints (i.e., cognitive, linguistic, affective, others), both groups of participants stated the writing strategies they employed to address these constraints. Analysis of the qualitative dataset indicated that the majority of advanced student-writers applied cognitive strategies, such as re-reading the draft, searching for more references, and maintaining focus on the chosen topic. These findings align with the outcomes of a study by Apridayani et al. (2021) that explored the writing strategies of EFL Thai university students in argumentative essays, revealing that cognitive strategies were frequently utilized by Thai EFL students. Meanwhile, this current research also revealed that novice student-writers predominantly employed social strategies to navigate writing tasks. These social strategies encompassed seeking assistance from peers, engaging in group discussions, brainstorming ideas collectively,

and distributing tasks within a group. This finding may imply that the younger student-writers are inclined to seek more interaction and support from others (such as peers and teachers) to navigate their writing challenges; in contrast, more experienced student-writers tend to rely on individual strategies and solutions.

When asked about their willingness to voluntarily write an academic article in the near future, both groups of participants expressed differing inclinations. Approximately half of the novice student-writers (51.4%) admitted their reluctance to engage in this kind of writing. They cited reasons, such as low confidence, insufficient writing cognition, the perceived difficulty level, and a motivation stemming solely from course requirements. This indicates that the degree of enthusiasm and enjoyment in writing may affect one's willingness to write (Rafiee & Abbasian-Naghneh, 2020). Moreover, upon completing the academic article, these novice student-writers became more cognizant of their current writing competence and the task complexity. Their willingness to write seems to stem mainly from a sense of duty towards the assignment and course requirement, described as a responsibility of the task (Kang, 2005 cited in Zarrinabadi & Tanbakooei, 2016). In line with the broader concept of willingness to communicate (WtC), an inclination to engage in written discourse for a specific writing task (WtW) might be affected by numerous factors, including anxiety, perceived competence, motivation, and attitude.

In contrast, advanced student-writers displayed a higher willingness to write. The majority of advanced student-writers (93.8%) expressed their willingness and readiness to engage in this text type. They attributed their willingness to factors such as writing cognition and competence, along with the potential implications for their professional career and society as a whole. Given that the majority of advanced student-writers are professionals within their respective fields, they may enter the writing class with clear goals and direction. Having an adequate L2 writing repertoire and substantial exposure, advanced student-writers prioritize honing their writing skills and are more inclined to engage in practice due to the associated benefits of empowerment and control (Freiermuth & Jarrell, 2006), as well as career development and professionalism (Kaivanpanah et al., 2019).

As concluded by Fogarty and Ravenscroft (1999), willingness to write among doctoral students can be a powerful variable with regards to predicting their publication productivity in the future.

CONCLUSION

This convergent mixed-method case study design aimed at examining Indonesian EFL university student-writers' L2 willingness to write (WtW) across different proficiency levels while aligning with the tenets of L2 WtW. The study also aimed at exploring their experiences in composing academic genre text and willingness to write in this genre. After analyzing both quantitative and qualitative datasets, the findings successfully addressed the research questions set forth above. The statistical analysis of L2 WtW categorization indicated that both groups of participants demonstrated a willingness ranging from 43.75% to 59.5% to write L2 texts. Based on the tenets of L2 WtW, the results revealed that cognition plays the most prominent factor in EFL university student-writers' decision to voluntarily engage in L2 writing. Further, the technology factor gained the lowest score within L2 WtW tenets. In the Indonesian context, this outcome is likely attributed to challenges related to competence, accessibility, and affordances in utilizing technology for writing purposes, particularly within a virtual learning environment.

Furthermore, novice student-writers expressed that composing an academic article is a highly demanding and challenging writing task. Among the sections, the Introduction, Findings, and Discussion were identified as the most difficult to write. Concerning writing constraint, both groups of participants acknowledged linguistic and writing aspects as the most frequent constraint in academic writing. Additionally, compared to advanced student-writers, novice student-writers experienced a higher frequency of psychological and affective constraints. During completing an academic article, most advanced student-writers applied cognitive strategies; in contrast, novice student-writers predominantly relied on social strategies. Given a choice to freely write academic articles in the future, approximately half of the novice student-writers (51.4%) admitted their

unwillingness to write this form of writing. Conversely, the majority of advanced student-writers (93.8%) expressed a strong willingness to engage in this genre.

Limitations

This current study has a limitation primarily in the aspects of the participant population due to the limited number of the participants and the investigated variables. The study involved a limited number of participants, which might impact the generalizability of the findings to a broader population of EFL university student-writers. Moreover, this present research focused on specific aspects of L2 willingness to write and did not include the evaluation of the student-writers' academic articles as writing products. Consequently, the study did not explore the potential relationship between the quality of written articles and L2 WtW.

To get a deeper understanding on the topic, future research could consider expanding the participant pool to include a larger and more diverse sample. This would enable researchers to draw more robust conclusions that may be applicable to a broader range of EFL university student-writers. Moreover, conducting a thorough analysis of the written academic articles produced by participants could provide insights into the practical implications of L2 WtW on the quality and effectiveness of their writing. Exploring how L2 WtW influences actual writing outcomes could lead to valuable insights for both educators and curriculum developers.

Pedagogical Implications

The findings of this study hold significant pedagogical implications for EFL writing instruction and curriculum development. This study demonstrated that the complex interplay of cognitive processes with other factors, such as linguistic competence and metacognition, underscores the intricate decision-making process behind initiating L2 writing. Educators can leverage this insight by emphasizing cognitive strategies in writing instruction. By fostering students' cognitive abilities in generating ideas, organizing content, and monitoring their writing processes, educators can facilitate a more

positive and productive environment for EFL student-writers and can empower them to overcome the psychological barriers associated with writing.

Furthermore, the statistical results also emphasize an intriguing finding: the technology factor yielded the lowest score in terms of its influence on willingness to write in L2 for both groups. This outcome prompted educators to consider the role of technology in EFL writing instruction, particularly the virtual learning system with utilization of multiplatform resources. While technology offers opportunities for interactive and dynamic writing tasks, educators should prioritize technological literacy and integrate technology seamlessly into writing pedagogy to foster enthusiasm and engagement.

The findings of the study indicate the diversity in student motivation and highlights the need of personalized instruction. Educators can employ differentiated strategies to cater to the specific needs and motivations of each student group. Lastly, the contrasting perspectives on willingness to write between novice and advanced student-writers provide insights into the impact of academic identity and experience. Educators can use this information to develop targeted interventions. Novice student-writers can benefit from the interventions aiming at building confidence and intrinsic motivation through scaffolded writing activities and supportive feedback. For advanced student-writers, fostering a sense of professional identity and emphasizing the practical implication of writing can enhance their willingness to engage in writing tasks.

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APPENDIX

Writing Activities for Both Groups of Participants

Writing activities	Novice student-writers	Advanced student-writers
Activity 1 (Individual)	Given source paragraph, students are assigned to paraphrase the paragraph. Criteria: • Accuracy of information • Similarity of the original text • Lengthy of the paraphrased version	Given one published article by Indonesia scholar, students are assigned to paraphrase one paragraph in it. Criteria: • Accuracy of information • Similarity of the original text • Lengthy of the paraphrased version
Activity 2 (Individual)	Given source longer paragraph, students are assigned to summarize the longer paragraph. Criteria: • Major important information on the text • Accuracy of information • Similarity of the original text • Lengthy of the summary version	Given one published article by Indonesia scholar, students are assigned to summarize one section in it. • Major important information on the text • Accuracy of information • Similarity of the original text • Lengthy of the summary version

Writing activities	Novice student-writers	Advanced student-writers
Activity 3 (Individual)	Given two source paragraphs, students are assigned to combine them into one paragraph. Criteria: • Your original idea/source/statement • Accuracy of information • Similarity of the original text • The connection between sources • The use of transitional markers/sentence connectors.	Given two published articles, students are assigned to combine and cite them into one paragraph. Criteria: • Your original idea/source/statement • Accuracy of information • Similarity of the original text • The connection between sources • The use of transitional markers/sentence connectors.
Activity 4 (Individual)	Given one topic, the students are assigned to make an outline for process essay.	Given seven published articles on single topic, students are assigned to combine and cite them in several paragraph with one single topic to discuss.
Activity 5 (Individual)	Based on the outline in Task 4, students are assigned to develop one well-structured 5-paragraph process essay.	Given one topic, students are assigned to develop a well-structured 5-paragraph essay of argumentation, including the outline and the references.

Writing activities	Novice student-writers	Advanced student-writers
Activity 6 (Individual/ pair/group)	Considering the format and organization of one sample text, students are tasked to draft Introduction section.	Considering the format and organization of previous published articles as sample texts, students are tasked to draft Introduction section.
Activity 7 (Individual/ pair/group)	Considering the format and organization of one sample text, students are tasked to draft Method section.	Considering the format and organization of previous published articles as sample texts, students are tasked to draft Method section
Activity 8 (Individual/ pair/group)	Considering the format and organization of one sample text, students are tasked to draft Findings section	Considering the format and organization of previous published articles as sample texts, students are tasked to draft Findings section
Activity 9 (Individual/ pair/group)	Considering the format and organization of one sample text, students are tasked to draft Conclusion section	Considering the format and organization of previous published articles as sample texts, students are tasked to draft Conclusion section
Activity 10 (Individual/ pair/group)	Considering the format and organization of one sample text, students are tasked to draft Abstract section	Considering the format and organization of previous published articles as sample texts, students are tasked to draft Abstract section

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