

Developing Academic Writing Learning Model by in Stage Guidance

Dedi Heryadi¹, Ristina Siti Sundari^{2*}

¹Linguistic Department, Universitas Siliwangi jln Siliwangi 24, Tasikmalaya 46115

²Universitas Perjuangan Tasikmalaya, Jln. PETA No 177 Tasikmalaya 46115

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*Corresponding author: Ristina Siti Sundari

Abstract

This study aimed to develop an academic writing learning model based on writing theory and learning theory. From both theories, a name was formed, called: "In-Stage Guidance-Based Academic Writing Learning Model." The effectiveness of the learning model studied using Research and Development methods in fifth-semester students at Siliwangi University. The procedure is taken through the stages (1) initial/conceptual model formation, (2) initial model field testing, (3) initial model revision, (4) field testing of the revised model, (5) model validation, (6) good model dissemination through scientific forums. Through these stages, it is known that the in-stage guidance-based academic writing learning model has proven its effectiveness. Recommendation for the lecturers to study furthermore about it, so that this learning model could complement the existing writing learning model.

Keywords: Academic writing; in stages guidance; learning model, students.

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INTRODUCTION

The result of writing is writing or more often called text or essay. Based on the writing, the essays consist of scientific/academic writing, popular essays/newspapers, and imaginative essays/novel (Bailey, 2011). Scientific essays are essays made to discuss a problem with a scientific line of thought. People feel that writing (primarily academic writing) is a difficult job (Cheung, 2016; Richards & Renadya, 2002). This assumption is based on why many abilities are required in the academic writing process, including the ability to reason, the ability to organize thoughts, and the ability to transfer ideas into written language. All of these abilities are integrated synergistically in writing activities.

As evidence, especially the Indonesian people, facing difficulties in academic writing, a journalist from SINDO said from the scientific publication ranking site SCImago Lab (www.ssimgo.com) that out of 239 countries, Indonesia is ranked 61st, far below Malaysia's ranking of 239 countries. 37th; and Singapore with 32nd place. Especially compared to the rankings achieved by China, Japan, and America.

The description of Indonesia's achievements in producing scientific publications needed to be a

problem for intensive study so that Indonesia is not left behind by other countries, especially in the ASEAN region. Scientific publications play an important role in increasing the self-esteem of a country as a form of diplomacy in the quality of education and science. Countries with a good quality of science and technology education tend to have a high number of publications.

One of the factors causing the failure of scientific publications is that the quality of academic writing learning in universities is not good. Attention to academic learning in each department is significantly less. Academic writing study material is part of the final project writing. Therefore, many students and graduates from universities still find it challenging to write academically.

Considering the difficulty of academic writing, the researcher felt it is necessary to develop an effective learning model for academic writing. Researchers/developers need to rely on theory as a development approach (Joyce & Weil, 2011). The theory referred to is the theory of the nature of writing and the theory of teaching writing. In understanding writing theory, the researcher refers to the opinion of John C. Breton, professor of English at the University of Massachusetts, Boston, United States. Then, in

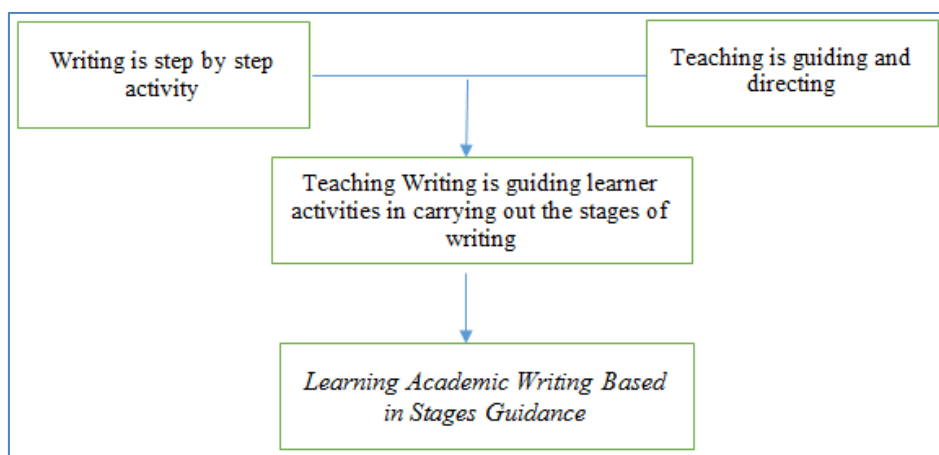
understanding the theory of teaching writing, the researcher refers to the opinion of Thomas F. Green, professor of philosophy and American education at Michigan State University.

(Fitzmaurice & O’Farrell, 2017; Joyce & Weil, 2011) explained that writing is essentially an arrangement of ideas in an orderly manner as outlined in written language. Writing activities need to be carried out to produce good writing through the pre-writing, writing, and post-writing stages. At the pre-writing stage, determining the problem to be packaged into a title, setting writing goals, developing an outline of the material to be written (outline of the essay), collecting materials from various sources either from the library or from primary sources. At the writing stage, ideas are developed in written form based on the outline and reference materials prepared. In the post-

writing stage, editing is done in terms of content and language.

(Burns, 2019; Henard & Leprince-Ringuet, 2008) explained that teaching combines many activities such as training, instruction, conditioning, and indoctrinating. With the concept of teaching according to (Burns, 2019; Henard & Leprince-Ringuet, 2008), the author develops an understanding of the concept of teaching writing as an activity to train, direct/guide in an atmosphere created for the growth of students’ academic writing skills.

With these two views, the researchers made the basis for developing academic writing learning. The writing learning model that was developed was named Learning Writing Based on Academic Writing in Stages Guidance. If the basic concept is described as below.



(Brown, 2000) stated that after determining the theory used as an approach, the next step is to develop a learning design in the form of activity syntax

accompanied by teaching materials, and strategies adopted in the classroom.

Table-1: Syntax, Teaching Materials and Strategy

No.	Activities in the Learning Process	Study Material	Strategy
1	Observing examples of academic writing	Example of academic writing	Assignment
2	Guidance on finding problems to be used as topics that meet the criteria	Examples of topics that meet the criteria	Q & A & Practice
3	Guidance on developing an outline according to the format of academic writing	Example of an academic writing outline format	Q & A & Practice
4	Guidance on collecting materials through literature review or field studies	Example of a model for collecting academic writing materials	Q & A & Practice
5	Guidance on developing writing based on outline	Outline-based writing development guide	Q & A & Practice
6	Guidance on editing the content and language of academic writing	Content and language editing guide	Q & A & Practice
7	Discussion of academic writings produced	Produced academic writing	Q & A & Practice

This in-stage guidance-based writing learning is a complement to existing learning models. Many academic writing models have been developed by other people, such as Learning to Write Scientific Essays by Applying the Literacy Model (Hidayat, 2018), Learning to Write Articles by Applying Workshop, and

Collaboration Strategies (Hasyim, 2007). Then, the PLEASE model has been applied by many people, one of which is by (Aminatun *et al.*, 2018) in to Teach Writing Skills to Students with Different Linguistic bits of Intelligence. This in-Stage Guidance-based academic Academic Writing Learning Model is different from

other models because it has a different theoretical basis for development and a different syntax. The author hopes that this model has better effectiveness so that its benefits are felt in the field of education.

MATERIAL AND METHOD

This section includes research design, data collection instruments, participants/sample, procedure

of data collection, and data analysis. The method used is the research and development method version of W.R. Brog (1979) and (Johnson, 2015) with stages:

1. Conduct a preliminary study through a theoretical study of the nature of academic writing, and the nature of learning to write academically. The result is an initial model called a conceptual model as shown in the diagram below.

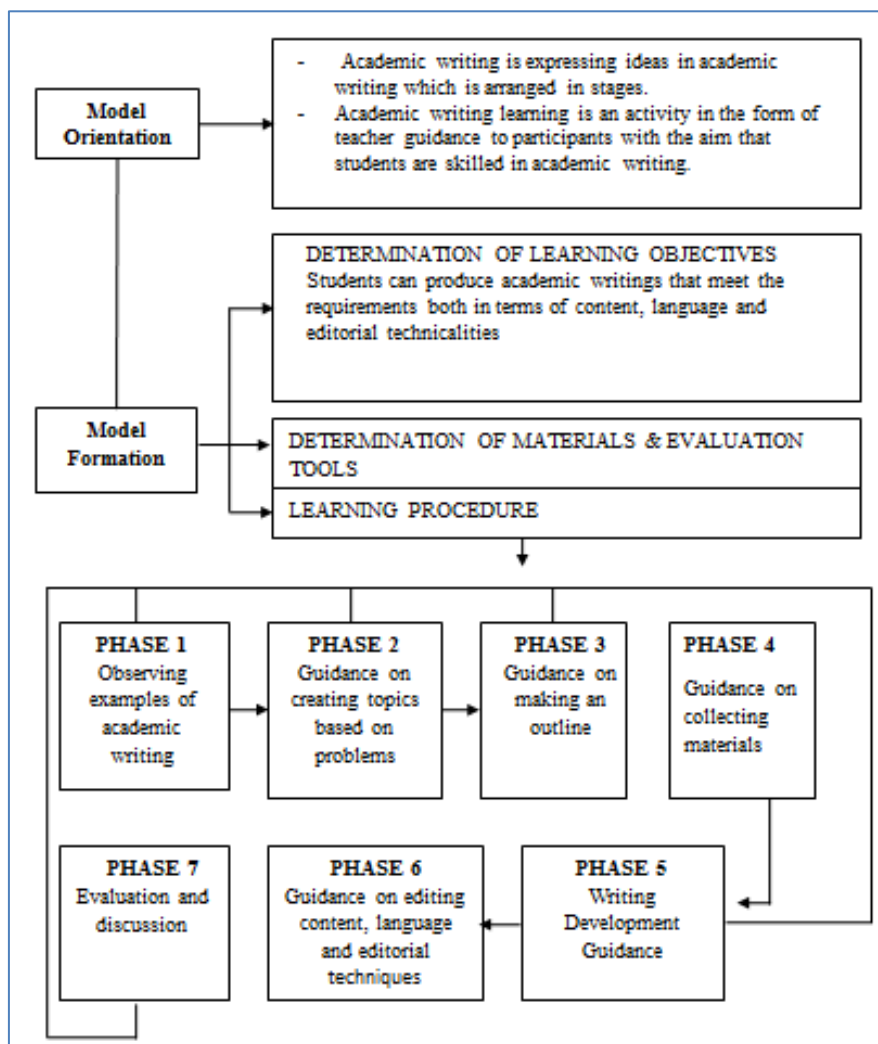


Chart-1 Diagram: Conceptual Model of Academic Writing Learning with In Stages Guidance Technique

(1) Carry out field tests and revisions

Field tests were carried out on two groups of students. The field test results are evaluated to find out the weaknesses that are still visible, and then the weaknesses are revised.

(2) Validating field test results

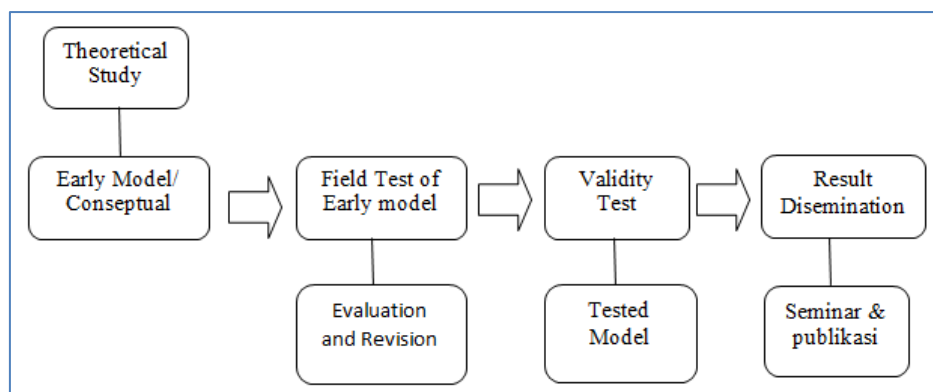
After being tested in the field and obtaining an in-stage guidance-based Academic Writing Learning that is ready to be used, a validation test was conducted on

another group of students with more participants (usually regular classes).

(3) Model dissemination

If the validation results show that in-Stages Guidance-Based Academic Writing Learning is proven effective, then the learning is disseminated through seminars to interested parties.

The stages of the research carried out if made in the form of a road map, are more or less like the following. research carried out, if made in the form of a road map, are more or less like the following.



RESEARCH METHOD

1. The data needed is the academic writing ability of fifth-semester students at Siliwangi University, Tasikmalaya. Academic writing ability is characterized by indicators that include: the ability to determine problems and their solutions reflected in the title, logical problem solving with problems, suitability of the literature used, the form of problem formulation, suitability of data with problems, logical conclusions, and language accuracy. The technique used to obtain data on students' academic writing skills is the academic writing test.
2. Research Instruments
To obtain data on students' academic writing skills, the instrument used was an academic writing test. In determining the achievement score of academic

writing ability, the following assessment rubric is used.

3. Data Processing Techniques
The data obtained is quantitative in the form of a score with a scale of 1 – 100. Because the data obtained is in the form of quantitative data, the data processing is carried out with the help of statistics. Statistical techniques are used to test the average (mean) to determine the centralization of the data distribution. Meanwhile, to determine the effectiveness of academic writing learning techniques based on in-stage guidance from each field test carried out, a simple statistical test technique was used.

**ASSESSMENT FORMAT
STUDENT ACADEMIC WORK**

Name :
Semester :

No.	Aspect	Category and Score per Category	Weight	Score
1.	Title	The title reflects the problem and its solution, and is presented in a maximum of 10 words (3) The title reflects the problem but does not see the solution, presented in a maximum of 10 words (2) The title does not reflect the problem and its solution, and is presented in more than 10 words (1)	2	
2	The relationship between the problem and the dimension of the solution	Problems with solving have a logical relationship (3) Problems with solving have a less logical relationship (2) Problems with solving unrelated (1)	3	
3	Formulation of the problem	Formulated in question sentences clearly and logically (2) Formulated not in the form of questions and illogical (1)	2	
4	Literature Review	Relevant material from newly published sources (3) Relevant material from old sources (2) Irrelevant material (1)	3	
5	Result Data & Discussion	Data/information is discussed to answer the problem (3) The data/information discussed is not related to the problem (1)	3	
6	Conclusion	Conclusion according to the problem formulation (2) The conclusion is not in accordance with the formulation of the problem (1)	2	
7	Language	- The language used is good (3) - The language used is not good (2)	3	
Total score			50	
Value = total score/53 x 100				

RESULT AND DISCUSSION

Following the research method used, the treatment was carried out several times, which included

1. the first treatment test to know the effectiveness of the model in a limited scope and functioned to examine the parts of the model that still needed to be revised,
2. the second treatment test to know model stability that has been refined from the results of the first treatment test,

3. Test the validity of the model carried out on 1 group of students with quite many numbers.

Therefore, the research data obtained were in three groups, namely the value of the results of the first treatment test, the value of the second treatment test result, and the value of the validation test result

- 1) First Field Test Results Data

Table-2: Academic writing ability value of field test results i

No	Name	Aspect, Weight, Category							Score	Value
		A	B	C	D	E	F	G		
		2	3	2	3	3	2	3		
		(1-3)	(1-3)	(1-2)	(1-3)	(2-3)	(1-2)	(2-3)		
01	Maya Rahmawati	2	2	2	2	2	2	2	36	72
02	Alfita Safitri Niamullah	2	2	1	3	2	2	2	37	74
03	Desy Puspitasari	2	2	2	2	2	2	2	36	72
04	Fitri Handayani	2	3	2	2	2	2	2	39	78
05	Putri Kusuma Wardani	2	2	1	2	2	1	2	32	64
06	Pujiyati Lestari	2	2	2	2	2	1	2	34	68
07	Salma Rahmi Nasrudin	2	2	2	2	2	2	2	36	72
08	Lispia Agustini	3	2	2	3	2	2	2	41	82
09	Toufan Pandu Prasetyo	2	2	2	2	2	2	2	36	72
10	Yola Jariska	2	2	2	1	2	2	2	33	66
11	Neni Siti Nurhalimah	3	2	2	3	2	1	2	39	78
12	Dita Indah Cahyani	3	1	2	3	2	2	2	38	76
13	Yulian Nurtantia	2	2	2	2	2	2	2	36	72
14	Anavika Restiana	2	2	2	2	2	2	2	36	72
15	Vidia Audina	3	2	2	3	3	2	2	44	88
16	Lilis Suryani	3	2	2	2	3	2	2	41	82
17	Dede Solihat	3	2	2	3	2	2	2	41	82
18	Awis Saidatul Ummi	2	2	1	2	2	1	2	32	64
19	Gina Sylmi Hamara	2	2	1	2	2	2	2	34	68
20	Tuti Mustikasari	3	2	2	3	2	2	2	41	82
21	Dina Budi Puspita	3	2	2	3	2	2	2	41	82
22	Ermia Siti Sya'adah	3	2	2	2	3	2	2	41	82
23	Febriani Aidiel Fitri	3	2	2	2	2	2	2	38	76
24	Lina Herlina	2	1	1	2	2	1	2	29	58
25	Eka Putri Nur Septiani	2	2	2	2	2	2	2	36	72
26	Hilman Alfaruq	2	2	2	3	2	2	2	39	78
27	Dede Nana Navidah	3	2	2	3	2	2	2	41	82
28	Ika Lailatul Khomsyah	3	2	2	2	2	1	2	36	72
29	Teni Oktaviani	2	2	2	2	2	1	2	34	68

Notice: A: Title, B: Problem Relationship with Dimensions of its Solution, C: Problem Formulation, D: Literature Review, E: Data and Discussion, F: Conclusion, G: Language.

2) Second Field Test Result Data

Table-3: Academic writing ability value of field test results ii

No	Name	Aspect, Weight, Category						Score	Value	
		A	B	C	D	E	F			G
		2	3	2	3	3	2			3
		(1-3)	(1-3)	(1-2)	(1-3)	(2-3)	(1-2)			(2-3)
01	Taryadi	3	2	2	2	3	2	2	39	78
02	Noneng Nuraeni	2	2	2	2	3	2	2	39	78
03	Ina Rohmatul Azizah	2	2	2	2	3	2	2	39	78
04	Nurlaeli Rafih	2	2	2	3	2	2	2	38	76
05	Astri Widiyanti	2	2	2	2	2	2	2	38	76
06	Camelia Badi'ah	2	2	2	2	3	2	3	41	82
07	Dhea Syaima Rhashy	3	2	2	2	2	2	2	38	76
08	Umi Mukaromah	2	3	2	2	3	2	2	41	82
09	Rika Candra	3	2	2	2	3	2	2	41	82
10	Ruhama	2	2	2	2	3	2	2	38	76
11	Siti Maemunah	2	2	2	2	2	2	2	33	66
12	Jamingatul Khoeriyah	2	2	2	2	2	2	3	39	78
13	Rini Saraswati	3	2	2	2	3	2	3	41	82
14	Ai Siti Nuraeni	3	2	2	2	3	2	2	38	76
15	Via Nafisatul Aliah	2	2	2	2	2	2	2	33	66
16	Fitrawati	2	2	2	2	3	2	2	36	72
17	Diah Hamidah Vitaloka M	2	2	2	2	3	2	2	36	72
18	Arohimah	2	2	2	2	2	2	3	36	72
19	Ana Azizah Hafidoh	2	2	2	2	3	2	2	36	72
20	Nida Najibah	3	2	2	2	3	2	3	41	82
21	Fitri Setiawati	2	2	2	2	2	2	3	36	72
22	Nuri Farida Fahmi	2	2	2	2	2	2	3	36	72
23	Ade Dewi Ratnasari	2	2	2	2	3	2	2	36	72
24	Gina Chairussuhur	2	2	2	2	3	2	2	36	72
25	Reni Sri Agustini	2	2	2	2	3	2	2	36	72
26	Ari Rismayanti	2	2	2	2	2	2	3	36	72
27	Ai Teti Wahyuni	3	2	2	3	2	2	3	43	86
28	Resa Firdausi	2	2	2	2	3	2	2	36	72
29	Nurul Jamilah	2	3	2	2	3	2	2	41	82
30	Eka Damayanti	2	2	2	2	2	2	3	36	72

Notice: A, B, C, D And so on are the same as table 1.

2) Data of Validity Test Results

Table-4: Value of writing scientific articles validity test

No	Name	Aspect						Score	Value	
		A	B	C	D	E	F			G
01	Maya Indah Kartika	3	2	2	3	2	2	2	41	82
02	Laila Solihah	3	2	2	2	2	2	3	41	82
03	Muhammad Muzhaffar	2	2	2	2	2	2	3	39	78
04	Afni Afsari Ningpuputan	3	1	2	1	2	2	2	32	64
05	Hani Latifah	3	2	2	3	2	2	2	41	82
06	Eva Tiara Apridasari	2	2	2	2	2	2	3	39	78
07	Linda Fitri Pebrina	2	1	2	1	2	2	2	30	60
08	Andri Yanuardi Ramadhan	3	2	2	3	2	2	2	41	82
09	Ani Disam Dik Permana	2	2	2	2	2	2	2	36	72
10	Sri Wulandari	2	2	1	2	2	2	2	34	68
11	Maya Rahmawati	2	2	2	2	2	2	2	36	72
12	Alfita Safitri Niamullah	2	2	2	3	2	2	2	39	78
13	Desy Puspitasari	2	2	2	2	2	2	2	36	72
14	Fitri Handayani	2	3	2	2	2	2	2	39	78
15	Putri Kusuma Wardani	2	2	1	2	2	2	2	34	68
16	Pujiyati Lestari	2	2	2	3	2	2	2	39	78
17	Salma Rahmi Nasrudin	2	2	2	3	2	2	2	39	78
18	Lispia Agustini	3	2	2	3	2	2	2	41	82
19	Toufan Pandu Prasetyo	2	2	2	2	2	2	2	36	72

20	Yola Jariska	2	2	2	2	3	2	2	39	78
21	Neni Siti Nurhalimah	3	2	2	3	2	2	2	41	82
22	Dita Indah Cahyani	3	1	2	3	2	2	3	41	82
23	Yulian Nurtantia	2	2	2	2	2	2	3	39	78
24	Anavika Restiana	2	2	2	3	2	2	2	39	78
25	Vidia Audina	3	2	2	3	3	2	2	44	88
26	Lilis Suryani	3	2	2	2	3	2	2	41	82
27	Dede Solihat	3	2	2	3	2	2	2	41	82
28	Awis Saidatul Ummi	2	2	2	2	2	2	2	36	72
29	Gina Sylmi Hamara	2	2	2	2	2	2	3	39	78
30	Tuti Mustikasari	3	2	2	3	2	2	2	41	82
31	Dina Budi Puspita	3	2	2	3	2	2	2	41	82
32	Ermia Siti Sya'adah	3	2	2	2	3	2	2	41	82
33	Febriani Aidiel Fitri	3	2	2	2	3	2	2	41	82
34	Lina Herlina	2	1	2	2	2	2	2	33	66
35	Eka Putri Nur Septiani	2	2	2	3	2	2	2	39	78
36	Hilman Alfaruq	2	2	2	3	2	2	2	39	78
37	Dede Nana Navidah	3	2	2	3	2	2	2	41	82
38	Ika Lailatul Khomsyah	3	2	2	2	2	2	2	38	76
39	Teni Oktaviani	2	2	2	2	2	2	2	36	72

Notice: A, B, C, D.....and so on are the same as table 1

DATA ANALYSIS

From the initial search results, the students who were included in the first treatment test group, no one had ever written academically, and by acclamation, stated that they had not been able to write academically. Therefore, the researcher decided that it was not necessary to conduct a pretest. The learning process is carried out by directly entering the core stages of learning that have been designed. The number of

learning meetings is six times, with an allocation of 100 minutes (2 credits) for each meeting.

Academic writing ability data obtained by students from the first treatment test were analyzed based on its aspects. This analysis aims to find out what aspects are already good and what aspects still need improvement. The results of the analysis can be read in the following table.

Table-4: The Results of the First Field Test Data Analysis

No.	Aspect	Category	% Output	(modus) Ability
1.	Title	The title reflects the problem and its solution, and is presented in a maximum of 10 words (3)	41,4 %	The title reflects the problem but does not appear to be a solution, presented in a maximum of 10 words
		The title reflects the problem but does not appear to be a solution, presented in a maximum of 10 words (2)	58,6%	
		The title does not reflect the problem and its solution, and is presented in more than 10 words (1)	0%	
2	The relationship between the problem and the dimensions of the solution	Problems with solutions have a logical relationship (4)	3,4%	Problems with solutions have a less logical relationship hubungan
		Problems with solving have a less logical relationship (2)	89,8%	
		Problems with unrelated solutions (1)	6,8%	
3	Formulation of the problem	Formulated in question sentences clearly and logically (2)	82,75%	Formulated in question sentences clearly and logically
		Formulated not in the form of questions and illogical (1)	17,25%	
4	Literature review	Relevant material from recently published sources (3)	34,50	Relevant material from old sources
		Relevant material from old sources (2)	62,10	
		Irrelevant material (1)	3,40	
5	Data Result & discussion	Data/information is discussed to answer the problem (3)	10,34%	The data/ information discussed has nothing to do with the problem
		The data/information discussed is not related to the problem (2)	89,66%	
6	Conclusion	Conclusion in accordance with the formulation of the problem (2)	75,86%	Conclusion according to the problem formulation
		The conclusion is not in accordance with the problem formulation (1)	24,14%	
7	Language	Good language (3)	0%	The language used is not good
		The language used is not good (2)	100%	
Total Academic Writing Ability Score			2.154	
Average Academic Writing Ability Score			74,27	

The results of the data analysis of the first treatment test showed that the students' academic writing skills were quite adequate when viewed from the average value of all students. However, if viewed from every aspect that is an indicator of academic writing ability, there are still weak, namely

1. Problems with solving have a less logical relationship,
2. The data/information discussed is not related to the problem, and
3. The language used not good.

Because the first treatment test results are still lacking, it is necessary to revise the implementation of learning. The part that must be revised is at the guidance stage, determining the problem and its solution, collecting data, and editing the use of language. At that stage, it is necessary to increase the frequency of giving examples and exercises.

Academic writing learning based on stages guidance was field-tested on the second group of students. The results of the second field test product analysis are as below.

Table-5: Second Field Test Analysis Results

No.	Aspect	Category	% Capaian	(modus) Ability
1.	Title	The title reflects the problem and its solution, and is presented in a maximum of 10 words (3) The title reflects the problem but does not appear to be a solution, presented in a maximum of 10 words (2) The title does not reflect the problem and its solution, and is presented in more than 10 words (1)	23,33 % 76,66% 0%	The title reflects the problem but does not appear to be a solution, presented in a maximum of 10 words
2	The relationship between the problem and the dimension of the solution	Problems with solutions have a logical relationship (4) Problems with solving have a less logical relationship (2) Problems with unrelated solutions (1)	6,66% 93,33% 0%	Problems with solutions have a less logical relationship
3	Formulation of the problem	Formulated in question sentences clearly and logically (2) Formulated not in the form of questions and illogical (1)	100% 0 %	Formulated in question sentences clearly and logically
4	Literature review	Relevant material from recently published sources (3) Relevant material from old sources (2) Irrelevant material (1)	10,00% 90,00% 0%	Relevant material from long published sources
5	Data Result & discussion	Data/information is discussed to answer the problem (3) The data/information discussed is not related to the problem (2)	66,66% 33,33%	Data/information is discussed to answer the problem
6	Conclusion	Conclusion in accordance with the formulation of the problem (2) The conclusion is not in accordance with the problem formulation (1)	100% 0%	The conclusion is in accordance with the formulation of the problem
7	Language	Good language (3) The language used is not good (2)	33,33% 66,66%	The language used is not good
Total Academic Writing Ability Score			2.266	
Average Academic Writing Ability Score			75,53	

The results of the second treatment test showed that there was progress compared to the results of the first treatment test, although it did not show a significant difference. The average score of academic writing ability showed an increase of 1.26. The ability to determine problems with their solutions, the ability to conclude following the formulation of the problem, and the ability to use language showed a reasonably good increase. Therefore, in general, the results of the second treatment test showed that learning academic writing

with the in-stage guidance technique used had excellent and stable effectiveness.

A validation test was conducted to test that the model can be used for a larger group of students. The validation test was carried out on 40 students. The forty students never have and have no experience in writing scientific papers. Therefore, they were not given a pretest but were immediately given learning according

to the stages of learning. Learning products are analyzed. The results are below.

Table-6: Validity Test Analysis Results

No.	Aspect	Category	% Output	(modus) Ability
1.	Title	The title reflects the problem and its solution, and is presented in a maximum of 10 words (3)	51,00 %	The title reflects the problem and is presented in a maximum of 10 words
		The title reflects the problem but does not appear to be a solution, presented in a maximum of 10 words (2)	49,00%	
		The title does not reflect the problem and its solution, and is presented in more than 10 words (1)	0%	
2	The relationship between the problem and the dimension of the solution	Problems with solutions have a logical relationship (4)	15,50%	Problems with solving have a less logical relationship
		Problems with solving have a less logical relationship (2)	80,00%	
		Problems with unrelated solutions (1)	4,50%	
3	Formulation of the problem	Formulated in question sentences clearly and logically (2)	100%	Formulated in a clear and logical question sentence
		Formulated not in the form of questions and illogical (1)	0 %	
4	Literature review	Relevant material from recently published sources (3)	30,00%	Relevant material from long published sources
		Relevant material from old sources (2)	70,00%	
		Irrelevant material (1)	0%	
5	Data Result & discussion	Data/information is discussed to answer the problem (3)	55,00%	Data/information is discussed to answer the problem
		The data/information discussed is not related to the problem (2)	45,00%	
6	Conclusion	Conclusion in accordance with the formulation of the problem (2)	100%	The conclusion is in accordance with the formulation of the problem
		The conclusion is not in accordance with the problem formulation (1)	0%	
7	Language	Good language (3)	72,50%	The language used is not good
		The language used is not good (2)	27,50%	
Total Academic Writing Ability Score			3.018	
Average Academic Writing Ability Score			77,34	

DISCUSSION

Based on the results of data analysis, it is known that In Stages Guidance-Based Academic Writing Learning is effectively used in growing students' academic writing skills. In-stage academic writing is evidence that the theory of the nature of writing and learning to compose, which is used as an approach to developing academic writing learning, is the right footing. In addition, the results of this study support the view of (Brown, 2000) that establishing an approach should be the starting point for determining learning steps. Setting assumptions, principles, or theories at the early stages of planning is necessary because it provides instructions for determining the learning steps to be taken.

Understanding and awareness of realizing the stages of writing are essential when writing academically. (Cheung, 2016) explained that in addition to growing the ability to generate new ideas according to the sociocultural context, one approach that needs to be taken to write is a process approach (including

planning, organizing, and revising writing). The results of this study prove that systematic writing must be understood and appropriately implemented. If anyone wants to produce good writing, we need to carry out the writing process stages correctly.

The guidance process in learning to compose is proven to be quite helpful in fostering creativity and reducing students' difficulties in producing written works. Following the opinion of (Nkechi et al., 2016) that guidance is essential in learning, it is instrumental in helping students who face learning difficulties. Many students cannot produce written work due to their ignorance of where to start writing and what to do. With guidance and direction, it turns out that the difficulties they face can be overcome. Teaching is not only presenting theory to students but, more importantly, guiding, directing, and giving instructions.

In Stages, Guidance-Based Academic Writing Learning requires students to be active to grow positive student behaviors. Creative, honest behavior and high

learning motivation can be grown through this learning because the demands of doing tasks related to writing are widespread.

CONCLUSION

The in-Stages Guidance-Based Academic Writing Learning was very effective. Theories about the truth of writing and learning to write are very well used as a reference and foothold in academic writing learning. We recommend to interested people to further study this academic writing learning so that it becomes a useful treasure trove of knowledge. Declaration of conflicting interest we, the authors of this research do not have any conflict of interest in this work.

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