

Revisiting Basic Writing Handbook

Applying Picture Word Inductive Model and Positive Language Formula to EFL Undergraduates

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ABSTRACT

Teaching basic writing course to EFL undergraduate students had been delivered in a monotonous model of mind-mapping supported by a conventional handbook with a lot of texts related to classical circumstances. However, along to the fast-changing era where different circumstances have taken place, the handbook should be altered and inserted by particular contemporary issues and delivered with practical teaching techniques. The research is endeavored to revisiting the current basic writing handbook by considering several important issues related to the Sustainable Development Goals (SDGs) and applying new teaching techniques of Picture Word Inductive Model (PWIM) and Positive Language Formula (PLF). By conducting a convergent mixed-method research design with correlational and narrative analyses, the research was designed to find out the correlation between the use of PWIM and PLF to the students' writing performance; and equally to identify several unique results that supported the correlation results. This study involved basic writing lecturers and 103 students of the second year in the academic year of 2019/2020 in a private university located in Jakarta. The data were collected based on two data set of the students' answers on questionnaires and the students' scores on Basic Writing test. As a result, the research revealed a significant correlation between the variables where the r observed showed 0.369 while the r table showed 0.194. Narratively, the research exposed a lot of excitement and benefits for both lecturers and students in developing a comprehensive outcome of Basic Writing learning through the combining PWIM and PLF.

Keywords: Basic writing, EFL undergraduates, picture word inductive model, positive language formula, SDGs

1. INTRODUCTION

Teaching basic writing to students of university level is a great challenge, particularly for students majoring in English Education Program as they must be skilled in writing English for themselves and for teaching their future students. In basic writing, undergraduate students are introduced to the English basic writing principles covering subjects like writing and the meaning making, writing mechanics, writing process, understanding sentence types, and identifying variety genres of paragraphs. The students are demanded to master the subjects as the prerequisite to other writing topics like intensive writing and academic writing. To support basic writing learning, a handbook was designed and distributed to the students. It helps as a guidance for students to develop their skills in writing different sentences and developing a good paragraph. The

lecturers and students are intended to reach the best outcome of the basic writing learning.

However, along to the fast-changing era, different issues related to the real-life social circumstances are needed. Particular issues that have been formulated in Sustainable Development Goals (SDGs) are expected to be clearly inserted in the handbook. Moreover, different approaches in the learning process are required to be implemented, to bring new experiences and new perspectives of the learning process.

Teaching writing for university students seems much easier than in lower educational level. Most of the students in this level have studied a lot of writing principles in the previous educational levels. The students in this level have also reached their maturity constructions in the critical thinking to elaborate knowledge comprehensively (Lloyd & Bahr, 2010). As

one of the foreign languages in Indonesia, teaching English writing is much greater challenging that requires several initial procedures in developing the students understanding and capability.

Teaching English writing in university level, particularly in the English Education Program, has been investigated in several countries to find out the most suitable strategy in developing the best learning outcome for the students. In Saudi, different learning style preferences, different writing strategies, and writing tasks had been implemented and investigated. The result shows that group learning, visual, individual learning, auditory, kinesthetic, and tactile learning styles were selected by most of the Saudi students. However, the writing proficiency is not effected by those learning styles which means that different learning styles are preferred by the students and reveal equal proficiency on the students writing capability (Alkubaidi, 2014).

Another study conducted in Malaysia investigated a particular strategy in teaching English writing by applying wiki, an online powerful tool that promoted collaborative learning environments among students. The results revealed that the wiki strategy offered a new experience for the students, developed positive attitudes of the students, and increased the students' outcome in reading, drafting, reviewing, editing, re-reading, and finally posting their final writing. The strategy also improved the students collaborative learning in deciding and performing the best informative and useful writing (Ashrafzadeh & Nimehchisalem, 2015).

In Indonesia, another study was conducted at one of state university in East Java. The study investigated the employment of social media in developing the students writing competence. The study found that the use of social media was not significantly improved the students' writing capability. There were several factors that had to be determined to improve the students achievement in their writing, such as vocabulary, language use, and mechanics (Salikin & Tahir, 2017).

The aforementioned results show that teaching English writing needs a continuous analysis and evaluation to meet the students writing requirements and to bring the best outcome of the learning. Some strategies may accomplish the students' needs and increase the students' writing performance, but some may not. In EFL undergraduates, teaching the Basic Writing course had been delivered in a monotonous model of mind-mapping that supported by a conventional handbook with a lot of texts related to the former circumstances. In this way, most students easily got bored and failed in generating ideas and developing a well-organized writing. Therefore, this study is applying a new model of teaching and supporting the students with a challenging new handbook associated with nowadays' real-life circumstances. By applying the combining PWIM and PLF that can be considered as the

practical guide for both lecturers and students, the study is purposed to find out a significant correlation between the combining PWIM and PLF and the students' writing performance by enriching the students' experiences and knowledge in Basic Writing course, and to help the students in developing the writings more easily.

2. LITERATURE REVIEW

2.1. Picture Word Inductive Model in EFL Learning

In English Language Learning (ELL), administering different learning strategies and offering new experiences are crucial issues. Different students' levels demand different learning strategies, different learning experiences, and different learning media to increase their achievements. Picture Word Inductive Model (PWIM) is one of the current strategies that has been investigated and proven to be one of the new and excited strategy in learning English as a foreign language. PWIM was developed by Emilia Calhoun based on her experiences in teaching beginning reading and writing. For years, she finally documented her teaching formula with PWIM that had been practically proven as an effective model in building reading and writing skills for beginning learner (Calhoun, 1999). In progressive, the PWIM has been implemented in higher levels of education, including in university level.

Several studies on the use of PWIM were conducted in several non-native English countries. In Taiwan, the use of PWIM and Cooperative Learning were integrated to respond the students' problems in achievement and motivation in learning English. The findings showed significant achievements in the students' vocabulary in composing meaningful English paragraphs. The students also revealed a progressive motivation in the learning process (Feng, 2012).

In Malaysia, the PWIM was conducted as the intervention in the experimental group. By comparing the PWIM group to the conventional group, the results showed a significant effectiveness of applying PWIM in enhancing the vocabulary acquisition among the Malaysian young learners. It also revealed that the use of images within the Malaysian context was effective in language learning for Malaysian learners. The results contributed new perspectives for teachers, curriculum designers, educational policy makers in Malaysia (Lee et al., 2019).

In Indonesia, several researches have been investigated in the purposed of achieving the learners' English competence in different levels of education. In 2017, an implementation of PWIM in developing students' communicative competence was conducted. The research was engaged by 47 eleventh-grade students and found that the use of PWIM was very

effective in increasing the students' communicative competence. It was shown through the reflection of the students' comprehensive enhancement in pronunciation, fluency, grammar, vocabulary, as well as the increasing on the students' motivation and creativity in experiencing the learning process (Nurani & Rosyada, 2017).

The research was continuously administered in 2018 in upper level of education and particularly focused on English writing learning. Engaged by 54 students of sixth semester in English Education Program, the research was applying the PWIM instructional steps through pictures. The selected pictures were directed the students in generating ideas to words and structuring a good essay in different genres. In this way, the research is said to be successful in improving the students' critical thinking that reflected in the students' essay writings. The result of the research then being implemented in a community service activity in 2019. Engaged by 15 students of 12 to 22 years old, the implementation of PWIM focused on teaching basic English grammar. The implementation of PWIM was successfully improving the students understanding in English basic grammar that reflected in the students sentences with appropriate grammar in use (Rosyada, 2018; Rosyada & Ramadhianti, 2019b).

2.2. Positive Language in EFL Learning

In this disrupted era, most teachers think that the dominant tool in transferring the English language is the implementation of the advanced technology. However, this paradigm is not entirely correct. Several researches show that the real powerful tool in ELL is the language itself. The presence of the positive language learning environment is proven effective in promoting the students' best learning outcome. The power of the language, it can lift the students up to the highest potential, or tear the students down (Denton, 2008).

The term of Positive Language is originally generated from Positive Psychology that has contributed to the field of Second Language Acquisition (SLA). It covers the humanistic movement in language teaching, models of motivation, the concept of an effective filter, studies of the good language learner, and the concepts related to the self (Mercer & MacIntyre, 2014). By adopting the term of developing positive emotion, building higher engagement, and promoting appreciation on the students' effort, this research is formulating several practical items of Positive Language to be implemented in the classroom setting, particularly in Basic Writing course where most students face difficulties in developing English-writing and lose their motivation to write. The formula of Positive Language has been documented based on prior studies in lower levels of education and modified during the learning process due to the students' perspectives.

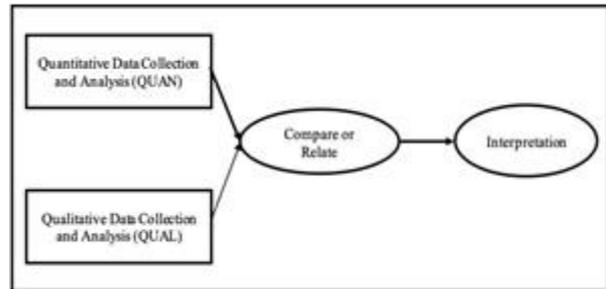


Figure 1 A convergent mixed method research design.

Positive language is proven effective for both language learning environment in the formal and informal learning circumstances. A research in 2018 was administered in a state junior high school in South Jakarta. Engaged by 142 students of eight grade, the research revealed that there was a positive correlation between the use of positive language and effective language teaching classrooms. It means that through the use of positive language, both the teachers and the students build their effective language classrooms, gain the confidence and ability to learn languages, and fully participate in the learning process. (Rosyada et al., 2018; Rosyada & Ramadhianti, 2017).

It is believed that applying positive language formula should be in-line position within the family environment and school environment as well, particularly in the primary and secondary school levels. In these levels, positive language implementation by family members and school stakeholders would build students' positive characters that primarily influence their success in their future live (Rosyada & Ramadhianti, 2019a).

3. METHODS

To develop a comprehensive understanding, the research is conducting a convergent mixed-method research design. The design converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problems. The collection of both quantitative and qualitative data is collated in almost similar time, then are integrated and interpreted in the overall results. Any contradictions or incongruent findings are further explained in a combined explanations (Creswell, 2012). The concept of this design is illustrated in Figure 1.

3.1. Research Sample

In a mixed-method research design, the sample is the same individuals on both quantitative and qualitative databases. Among 14 classes of over 400 students, the research was engaged by three lecturers who were lecturing in 6 classes of Basic Writing course. The sample was selected for 103 students at second year in the academic year of 2019/2020 in the English

Education Program of a private university in Jakarta. The sample was with age ranged between 19 to 21 years old with different levels of English language knowledge.

3.2. Research Instruments

As the convergent mixed-method design, the instruments were distributed in two types of questionnaires on the use of PWIM and the use of positive language formula: and a set of Basic Writing test. The questionnaires were a close-ended questionnaire with 20 items of PWIM and PLF statements in a range of scale from 1 to 5. Meanwhile, the test consisted of 20 items of essay questions comprised in two parts. First part consisted of 10 items of sentence type identification, namely: Simple Sentence, Compound Sentence, Complex Sentence, and Compound Complex Sentence. Second part covered 10 items for developing structured sentences based on a provided picture related to one of SDGs issues: Quality Education. Each item was scored proportionally due to the level of difficulties where 100 is the highest total score. Derived and modified from the students' handbook combined with a PWIM step by step, the test was administered to measure the students' performance in developing structured sentences in different sentence types as the core objectives in Basic Writing course.

3.3. Research Data Collections and Analyses

The data were collected from both forms of quantitative data and qualitative data. The quantitative data was collated from the students' result on Basic writing test while the qualitative data was accumulated from the students' answers on the PWIM and PLF questionnaires. After transforming the qualitative data into numbers of scale, the data was statistically analysed in a correlational analysis. Moreover, a narrative analysis was also administered by indicating several unusual or unique results to be discussed. Both data were collected in particular similar time and at one point in time. In this way, the research was only including particular participants who attending the class. When one or some participants were not coming on the test-day, the participants were excluded from the sample (Ollerenshaw & Creswell, 2002).

Furthermore, in a convergent mixed-method design, the data from both quantitative and qualitative databases are integrated by converging or merging both data. In this research, the qualitative data were transforming the qualitative themes and codes into the quantitative measures. The result of the analysis is performed in joint display data, in the form of tables and charts. By relating the results in both quantitative and qualitative data, an in-depth explanation of correlational analysis

and narrative analysis were performed to deliver a concise interpretation to the readers.

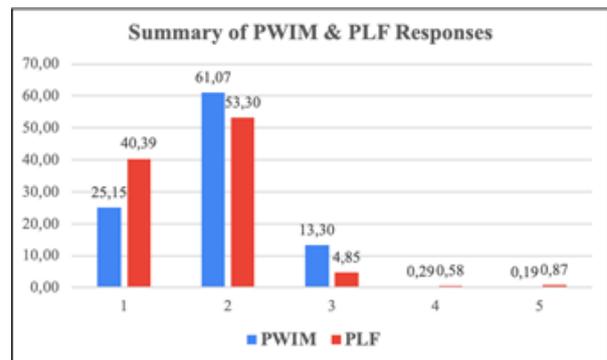


Figure 2 Summary of students' responses on PWIM & PLF.

4. FINDINGS AND DISCUSSION

4.1. PWIM and PLF Results

A total of 103 responses on 10 items of Picture Word Inductive Model (PWIM) questionnaire and 10 items of Positive Language Formula (PLF) questionnaire were accumulated and calculated in percentage as performed in Figure 2.

Based on the students' responses on the PWIM and PLF implementation during the Basic Writing course, the results described in 5 categories: number 1 for strongly agree, number 2 for agree, number 3 for neutral, number 4 for disagree, and number 5 for strongly disagree. Among 103 participants, the PWIM results showed that there were 25.15% or 26 participants who strongly agree, 61.07% or 63 participants agree; 13.30% or 14 participants in neutral position; and less than 0.5% who disagree or strongly disagree. Meanwhile, the results on PLF displayed 40.39% or 42 participants who strongly agree; 53.30% or 55 participants agree, 4.85% or 5 participants in neutral position; and less than 1% or only 1 participant who stated disagree and 1 participant expressed strongly disagree.

4.2. Basic Writing Performance

To measure the students' writing performance, a set of Basic Writing test was distributed. It divided into part A and B that consisted of 20 items of essay questions. Part A included 10 items of sentence type identification and scored 3 for each item. The students had to determine whether each item is the Simple Sentence; Compound Sentence; Complex Sentence; and Compound Complex Sentence. Meanwhile, in part B there were 10 items of developing structured sentences in different sentence types based on a provided picture. For the moment, the provided picture was related to one of the SDGs issue: Quality Education.

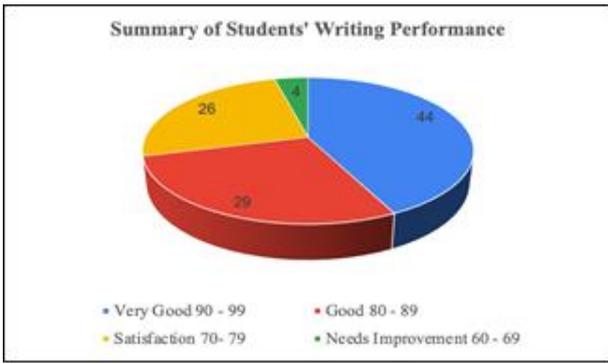


Figure 3 Summary of students' writing performance.

The students had to develop 3 Simple Sentences and 3 Compound Sentences that scored 5 for each; 2 Complex Sentences and 2 Compound Complex Sentences that scored 10 for each; and all numbers were accumulated with total score 100.

According to the results of the Basic Writing course test, it described the highest score = 98; the lowest score = 65; the average score = 85.07; the median score = 85; and the mode score = 92. According to Figure 3, the results were classified into 5 levels of achievements named very good (90-99), good (80-89), satisfaction (70-79), needs improvement (60-69), and poor (below 60). Among 103 students, there were 42.72% in very good performance; 28.16% were good; 25.24% were satisfactory; and 3.88% need improvement.

4.3. The Convergent Analyses

In the following section, the convergent analysis was explained based on the findings and by administering an integrated analysis of correlation and narrative. The correlational analysis applied the Pearson Product Moment (r value) by comparing the value of r observed and r table with N = 103. The correlation result is performed in table 1. Since there were 103 participants, table 1 only displayed Participant 1 to 5 and Participant 103 to represent the correlation analysis.

Table 1. Correlation analysis (n=103)

Participants	X	Y	XY	X ²	Y ²
1	94	98	9212	8836	9604
2	94	98	9212	8836	9604
3	82	98	8036	6724	9604
4	91	98	8918	8281	9604
5	75	98	7350	5625	9604
...
103	47	65	3055	2209	4225
Total	8678	8762	741064	738768	753142

Table 1 covered two variables of X and Y where X represented the results of the PWIM and PLF responses; and Y represented the results on the participants' writing performance. The r observed showed 0.369 while the r table showed 0.194, where r observed was far higher than the r table. The result indicated that there was a significant correlation between the applying PWIM and PLF to the students' basic writing performance. Moreover, to demonstrate the significant level of the correlation, the correlation value was multiplied in quadratic calculation and resulted 0.136161. In this way, the value shows that there was only 13.62 % of applying PWIM and PLF affected the students' writing competence while 86.38% was contributed by other variables. In general, the correlation value might evidence a small contribution from PWIM and PLF to the students' writing performance. However, based on the qualitative data set on the questionnaire, the applying PWIM and PLF had contributed a lot of benefits.

Regarding the documentation, both lecturers and students experienced a new excited learning process. This practical teaching method had helped the students in understanding Basic Writing course much easier. By providing a real-life picture and implementing the PWIM and PLF items, the students were guided to generate ideas, enrich the vocabulary in excited way, and put word by word together in a proper structured sentence. The explanation was reflected on Figure 4 to Figure 7.

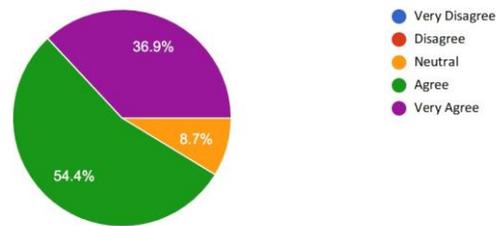


Figure 4 PWIM helps the students understanding basic writing easily.

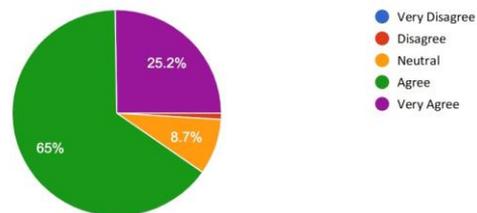


Figure 5 PWIM helps the students generating new vocabulary easily.

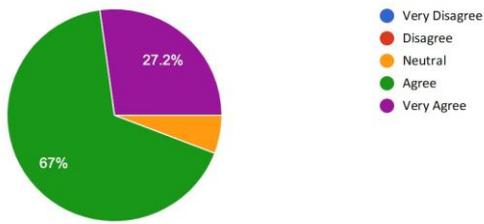


Figure 6 PWIM helps the students developing structured-sentences easily.

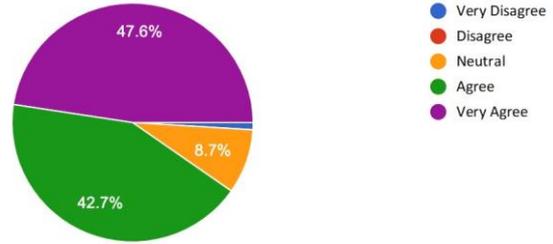


Figure 9 The lecturers deliver the lesson with appropriate media.

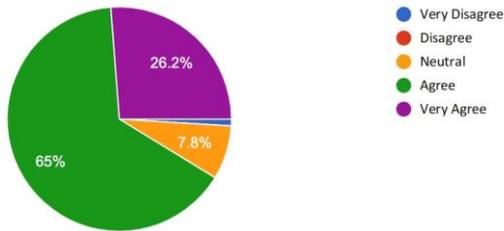


Figure 7 PWIM brings a new excited learning process to the students.

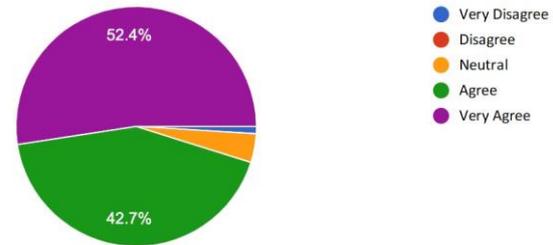


Figure 10 The lecturers deliver the lesson timely, clearly, and properly.

Moreover, the students perceived that the lesson was systematically and logically delivered by the lecturers, the learning process was conducted in an appropriate media and timely managed with proper and clear instructions. The expressions were performed in Figure 8 to 10. In this way, the use of PWIM and PLF in the learning process on Basic Writing course proved that what and how the lecturer does in the learning process brings the best result on student's learning outcome (Sutiayatno, 2018; Wahyuni, 2018).

From Figure 7 to 10, only 1% or only 1 participant who did not agree on the applying PWIM and PLF. The student could not find any differences between the applying the classic method and the new one all through the entire courses. In this way, the student failed to reach the best outcome of the learning process which created by the student's mindset. This unique result is characterized as part of problem-based learning where students' motivation needs to be systematically increased (Harun et al., 2012). This issue would be discussed in different research and circumstances.

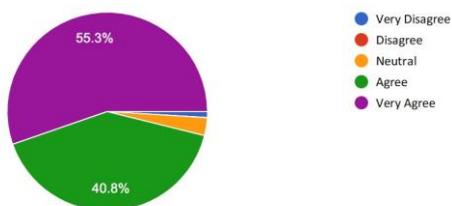


Figure 8 The lecturers deliver the lesson logically and systematically.

Meanwhile, for the lecturers, applying PWIM and PLF was a practical guide to deliver a systematic step-by-step writing in helping the students to develop structured sentences. The applying PWIM and PLF were managed by displaying several real-life images or large pictures related to SDGs themes and distributed in several meetings (Fata et al., 2018). The SDGs themes included: Reduces Inequalities; No Poverty; and Education for All. Based on the picture, the participants have to generate word by word, classify the words, find more words, develop sentences from the simple one to the more complex sentences, and identify the most structured sentences based on their original experiences. The lecturers as the facilitators of the course, supplied the students with sufficient explanations and directed them in motivational words by applying PLF. In this way, almost the entire students were engaged in an interactive and enjoyable learning. One of the lecturers stated,

“Writing is a practical lesson, and it needs a practical teaching method as well. With PWIM and PLF, I can easily apply them and checklist each items of the guideline every time I have completed my class. It really helps me and the students on step-by-step writing.”

Another lecturer expressed,

“I used to conduct the mind-mapping method to enhance the students' engagement in writing. It took some time for the students to think or seem to think, until they finally write certain sentences. With PWIM

and PLF, I found it much easier for students to generate their ideas and develop their own sentences. The students look so excited and enjoy the learning process, especially when they can develop the structured sentences whether it is a simple sentence, a compound sentence, or even more complex sentences.”

The other lecturer revealed,

“The power of PWIM is the picture. By selecting an appropriate picture and particularly related to SDGs themes, the students can easily engage in the learning process in such a real-life circumstance. I only add some motivational words to encourage the students to result their best outcome.”

Based on both data set of quantitative and qualitative data, the findings show the importance of applying PWIM and PLF to the students’ writing performance. Furthermore, inserting the SDGs themes have supported the lesson in actual issues and elevated the students’ awareness of living circumstances.

5. CONCLUSION

Striving for the best outcome in learning Basic Writing course needs a new and exciting method and media. The combining Picture Word Inductive Model (PWIM) and Positive Language Formula (PLF) by inserting several issues on Sustainable Development Goals (SDGs) for students of Basic Writing course offers a new and challenging method for both students and lecturers. By applying the combining PWIM and PLF, students and lecturers are encouraged to be engaged in an interactive, collaborative, and enjoyable process of learning (Wigglesworth & Storch, 2012). With all those positive aspects in the learning environment has reinforced the best outcome of the students’ learning in Basic Writing course. The applying PWIM and PLF has proved that picture means a thousand words and helped the students understanding and generating structured sentences much easier (Martin, 2020). Indeed, this successful result is not the best option in learning Basic Writing for all students. Different methods and media should be explored and examined to enrich both of the students and the lecturers’ experiences in the learning process.

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