

REVEALING PROCESS-BASED AND WRITERS' CHOICE OF ACADEMIC ESSAY WRITING IN UNDERGRADUATE EFL LEARNERS

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Abstract: This research are aimed to describe the process-based academic writing plays the role in essay creation in the argumentative essay from EFL learners; to describe the writer's choice contributing in academic essay writing of EFL in undergraduate by using rhetorical patterns; and to describe the weaknesses and strengths of process-based and writer's choice role; This research uses the descriptive qualitative. The data sources of this research are argumentative essays from ELTD, sixth semester in undergraduate IAIN SNJ Cirebon. The text was taken from the students who followed GBL lesson in previous semester. The instrument is the researchers themselves. The techniques of collecting data that is used by the researchers are questionnaire, interview transcript, audio recording and document. The result of this research is different with the previous research. In this research, the researchers shows essay's writing process in detail, contribution of rhetorical patterns in essay's creation and how strength and weakness the process also the pattern in essay. To the role of process-based stages here are more than half of efforts in making essay, means certain stages are very useful to the students as the author here. Then, the patterns help the students as the author to arrange their essay. Both are giving big contribution to communicate the text to the readers. However, both of them still have their own to be applied to the EFL learners.

Keywords: Academic writing; process-based writing; writers' choice; rhetorical patterns; qualitative research

BACKGROUND

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family (Oshima & Hogue: 2007). This research took college students because there is stand writing lessons, that is make students have a lot of information to write an essay, especially argumentative essay.

The research is using writing strategies that chosen by the students in creating their argumentative essays. In addition, writing is about choices, means choices in organizing of written form. It likes according to Sarah Lorenz, at all writing, whether started early or late, teacher-assigned or self-assigned, involves making choices –an infinite number of choices– about topics, approaches, stances, claims, evidence, order, words, sentences, paragraphs, tone, voice, style, titles, beginnings, middles, endings, what to include, what to omit, and the list goes on (Fulwiler: 2002). Based on the observation, the problem is how to do the process-based and writers' choice optimally in the college writing for the EFL learners especially the argumentative essays writing.

The research about choice-making process in the college writing for the EFL learners has already done by some universities. Firstly, it is from Leila Ali Akbari Hamed, Biok Behnam, Mahnaz Saiedi (2014) who stated that there is the important role of the schemata in development college writing. It shows that the writer's background knowledge before they write an idea is the primary resources in making written form. Secondly, it's from Handoyo Puji Widodo (2006a & 2006b). On his research, although a process-based approach to writing instruction is not a new concept, its merits in the teaching of EFL are unequivocal. For this reason, this article argues that EFL teachers need to consider implementing process-based academic writing instruction, particularly, at the college level. Within the process-based framework, writing is viewed as process which involves pre-writing, drafting, responding, revising, editing, and post-writing through which students recursively and reflectively reel. Thirdly, it is from Parastou Gholami Pasand (Corresponding author) & Eshrat Bazarmaj Haghi (2013). The aim of this study is to answer the question that whether the use of an incomplete model text in process-product approach in writing, and asking the learners to complete the text rather than copying it can have a positive impact on EFL learners' accuracy in writing. After training a number of EFL learners on using process approach, researchers held a two-session writing class.

For the next point that to be emphasized by the researchers is “the writing process today”. In this part, the researchers divided writing process into seven processes (Bailey: 2006). There are pre-writing, drafting, responding, revising and editing, assessing, post-writing and reflecting. From the some processes that has mentioned, there is any choices in making process. The writer has a choice to every process and also how to construct the paragraph in that essay (structure of argumentative essay), such as deciding on a topic, organizing ideas and for every writer has their own ideas, topic for constructing of their college writing process.

METHOD

In this research the researchers used the qualitative method. This research has a purpose to describe the process-based and writer's choice of academic essay writing. This qualitative method here used textual analysis method. The reason is because as Lokyer (2008) argues that textual analysis is a method of data analysis that closely examines either the content and meaning of texts or their structure and discourse.

The participants of this research are learners from English Language Teaching Department, sixth semester in undergraduate IAIN SNJ Cirebon. The researchers analyzed their essays. The text was taken from the students who followed GBL lesson in previous semester.

The researcher takes the sample based on purposive sampling. As Maxwell (1997: 87) states that purposive sampling as a type of sampling in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices. According to Palys, T. (2008), there are kinds of purposive sampling. The researchers takes theory-guided sampling. Theory-guided sampling is researchers who are following a more deductive or theory-testing approach would be interested in finding individuals or cases that embody theoretical constructs. As this could be considered a particular type of criterion sampling, it also illustrates the overlaps that can exist between these categories (theory-based sampling might also lead the researchers to look for particularly intense or extreme cases).

The instrument of this research is the researchers themselves, because this research used qualitative design research within a descriptive qualitative.

Data analysis was done after data collected had been done. The researchers truly followed what Lodico et.al (2006:301) suggests in the way how to analyze the data. The step conducted as followed:

- 1) The researchers prepared and organized the data collected from interview, questionnaire, observation, and document. Recorded data from interview will be fully transcriptions. The frequency and percentage will be used to analyze in order to obtain descriptive statistics from data collected by interviewing, document and questionnaire. While data observation was organized to get sense of what are in the data.
- 2) Then the researchers makes a coding data into categories in interpreting the respondents.

According to Lodico (2006: 305) coding is the process of identifying different segments of the data that describe related phenomena and labeling these using broad category names. This code conducted to make the data easy to read. After analyzing and classifying the data, the researchers tried to codes the data. The data will be transcribing into written document use name codes and data codes to read, these are:

According to the table, the researchers provide different codes based on the purpose in techniques of collecting data. It helps the researchers to differ the object in the questionnaire activity and in the in depth interview. This technique is different from survey that takes a long time from the respondent, but interview is from the researcher side. Interview can be used to collect the information that disappear in observation (Alwasilah: 2012).

- 1) The researchers read and reviewed initially to get understanding from all data collected whether enough to be investigated.
- 2) Then the researchers classified the data into coding in several categories to avoid losing the data or incompatible data according to the respondents' experience.
- 3) The researchers constructed the description of people, places, and activities then write it detailed description to enrich the description. All data will be collected to build synthesizes then review the data to examine synthesizes.
- 4) The researchers interpreted the report the data findings as a conclusion in the end of this qualitative research.

FINDINGS AND DISCUSSIONS

The researchers got six students from 65 students who got the questionnaire and filled it. The six students are appropriate as the criteria that researchers look for in this study. This number can be taken from purposive sampling. How the researchers take proper respondent. They are from the different class, and different style to construct the essay. Although, some answer from them not really support but they are better than the others.

Every student has different style in applying the process of academic writing especially in creating argumentative essay. To identify and to know about that, this research reveals the process-based of academic writing based on Baileys' theory. For take the confirmation the researchers use in depth interview and study of document. The document here is the example of the students' argumentative essay writing when they studied in fifth semester.

This research is different in the previous research. What makes this research special are the researchers shows essay's writing process in detail, contribution of rhetorical patterns in essay's creation and how strength and weakness the process also the pattern in essay. According to that point, here are the processes what researchers done.

There is a portrait of each student from the questionnaire that was given by researchers:

First student:

From the answer of St 1, he is one of writing lovers. He thinks writing is a part of his soul. Different with the most definition that writing is complicated and hard to do. He likes all of writings genre such as articles, poems, and short stories. His writing has been published in some media, like Rakyat Cirebon, Radar Cirebon and Kabar Cirebon. He believes that by writing, he can share anything to the others.

For academic writing, he feels enjoy like in his track and he said that essay is fun. Although he studies about essay from 2nd semester in English Language Teaching Department, IAIN Syekh Nurjati Cirebon, he learned intensively by himself. Because of writing needs process to be understand from the purpose until the structure, it needs the guidance from the R1s' lecturer. Cause of that, R1 didn't know the structure of argumentative essay. By this problem of R1, it shows the researchers that the process-based of academic writing and writers' choice from A to Z is important to be revealed.

Second student:

From the answer of St 2, he said that writing is one of his hobbies. Hobby means when he has a free time, he just writes. All of writing types he likes, from poems, short stories, anthology, but the most he likes is academic writing. He also believes that academic writing is the challenging activity. Notwithstanding, he writes more than 10 writing. Then, his writing has been published in some media, like Rakyat Cirebon, Radar Cirebon, Aksara Aurora Media and Kabar Cirebon. But, he hasn't published the English form, he still doesn't confident to publish in English language.

Although he studies about essay from each semester in English Language Teaching Department, IAIN Syekh Nurjati Cirebon and he enjoyed learning, he forgot about the structure of essay especially for argumentative essay. When he learned essay in each semester, he just do without gives attention and memorizes to detail of the structure.

Third student:

From the answer of St 3, he believes that writing makes him enjoy. Almost same with St 1 and St 2, St 3 also likes all of writings genre such as academic writing (research paper, scientific journals, and poems). He has been writes more than 20 essays and his writing has been published in some media, like *Rakyat Cirebon* and *Radar Cirebon*.

For academic writing, he thinks it is challenging writing like St 2. Based on his utterance, essay is one of academic writing and he said that essay is the place for sharing and putting his ideas. He studies about essay from 2nd semester in English Language Teaching Department, IAIN Syekh Nurjati Cirebon and he enjoyed it.

Then, he also knows the structure of argumentative essay. He explained that the structure is consists of three elements. Firstly, introduction, in this elements he didn't explain more. Secondly, body, in this elements he gives more point about the content of body. It likes supporting sentence and the claims. The last is conclusion, for this element also he didn't take more content.

Fourth student:

From the answer of St 4, she is different with St 1, St 2, and St 3 who love so much writing. She just little bit likes writing because writing is complicated. She likes personal writing, because it can write her stories. But, she doesn't like academic writing. She believes that academic writing she should considering grammatical side and the content of her essay, besides that she thinks that essay is the high level of writing. Although she studies about essay from 2nd semester in English Language Teaching Department, IAIN Syekh Nurjati Cirebon, she still feels do hard to create an essay.

Fifth student:

From the answer of St 5, she is one of writing lovers like St 1, St 2, and St 3. She thinks writing is one of the ways that our ideas and feelings can be written in a paper. She likes academic writing such as argumentative essay and narrative text. Sometimes she likes non-academic writing, because it is improving her writing. Besides that, she believes that academic writing should be mastered especially for the student university.

As the one of academic writing type, essay in St 5s' opinion is the complicated one. There are some elements that are constructing the essay, starts from introduction, body then conclusion. For addition, she writes references as the other important elements.

She studies about essay since 2nd semester until now in English Language Teaching Department, IAIN Syekh Nurjati Cirebon. With this long time, she writes the essay well and follows the step by step. This process makes her improving the skill and developing her ability to open minded, and the important stage of process writing for her is revising. She has been written more than 5 essays, but she never published her writing.

Sixth student:

From the answer of St 6, she is one of writing lovers like St 1, St 2, St 3, and St 5. Same with St 5, she thinks writing is one of the ways that our ideas and feelings can be written in a paper. She said also writing is beautiful, because by writing she can say anything in different ways and different words (figurative language).

She likes personal writing and her reason is she loves writing the story. Although, she never done to write the stories.

Then, for academic writing, she not really likes it, because she only do that cause as the assignment as the student. However, she sometimes too excited to write the academic writing, but if she really likes the topic. She believes that academic writing needs many efforts, besides should avoid to do plagiarism she also must has a lot of citation to support her idea. After that, when she made an academic writing she should know how to elaborate all of the elements.

As the example of academic writing, essay is quite interesting for her. Essay is not really difficult and the structure is clear she said. She studies about essay since 2nd semester until now in English Language Teaching Department, IAIN Syekh Nurjati Cirebon. In every semester she adds her knowledge wide and wider. She feels after studying about academic essay from one of lecturer, she is getting closer with book and science.

From her study, she got the knowledge about the structure of argumentative essay. She writes three elements, there are introduction, argument and conclusion. She explains it one by one, first is introduction. Introduction is the parts of essay that introduce the problems which will appear in her essay. The second is argument, it is the proposition of the writer (agree or disagree). The last is conclusion. This part is a summary from the discussion of the argument or proposition. She has been written more than 10 essays, but she never published it.

In writing process, especially academic writing the students must be honest about how much ownership he/she can claim over the ideas formed, the answers found, and the opinions expressed (Bristol Business School, 2006, p. 3). The analysis about this had been revealed in part of process-based theory. The student must follow certain rules to ensure good academic writing, including punctuation guidelines. From among the processes in Baileys' theory, the highest frequency that was used of students were pre-writing. This stage consist of constructing schemata. Activating the students' schemata can be done through pre-writing or planning activity (Anderson, 2003). These the discussion of both main point in this research.

Process-based

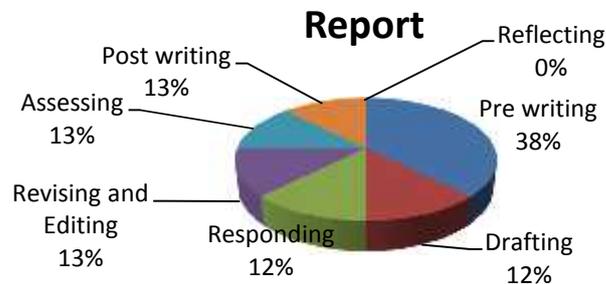
After got six students from open-ended questionnaire, the researchers takes interview is to ask about process-based of academic essay writing (from, Bailey: 2006), that consists of pre writing, drafting, responding, revising and editing, assessing, post-writing, and reflecting. The students here become an informant after passed depth interview. Then to illustrate students' process essay writing the researchers provides this chart for each students. The chart shows the most process that has a big role to construct their argumentative essay.

Pie Chart 2.1 Process Essay Writing of I1

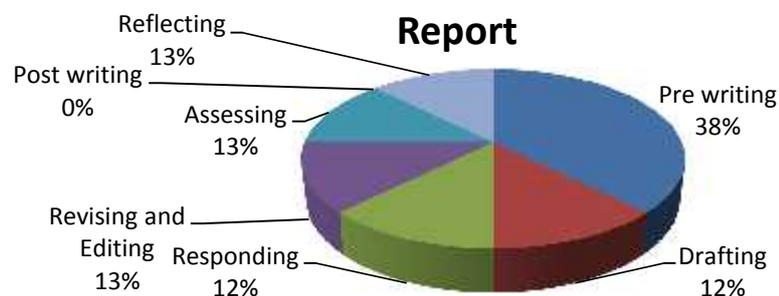
The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I1 do in his essay is pre writing and revising also editing. Pre writing is the initial stage which has a big role for making an essay, especially argumentative essay. I1 was agreed that three steps in pre writing gives the biggest contribution. He said, *“I’ll construct my schemata by reading books, from experiences, and newspaper. Because it’s very useful for making essay.”* He is collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. Especially collecting the information and developing ideas.

Pie Chart 2.2 Process Essay Writing of I2

The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I2 do in his essay is pre writing. Pre writing is the initial stage which has a big role for making an essay, especially argumentative essay. I2 was agreed that three steps in pre writing gives the biggest contribution, they are collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. He said, *“I choose to update the issues to build my schemata and choose the interesting topic before write the essay. And it helps a lot.”* He believes that this stage give the big role to make an essay, especially choosing the interest topic. I2 believes that this stage can make his essay become unique than the others.

Pie Chart 2.3 Process Essay Writing of I3

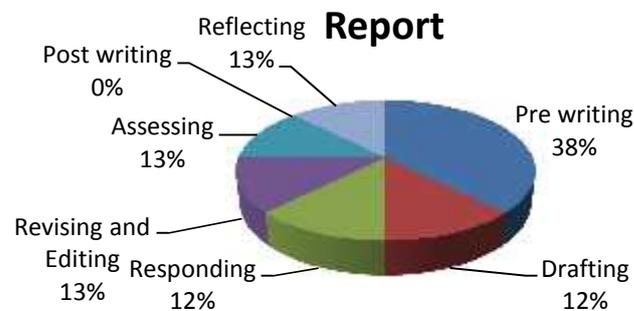
The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I3 do in his essay is pre writing. Pre writing is the initial stage which has a big role for making an essay, especially argumentative essay. I3 was agreed that three steps in pre writing gives the biggest contribution, they are collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. He believes that this stage give the big role to make an essay, especially choosing the interest topic. He said, *“I give more to the interest topic be my focus on the essay. Such as make a unique title.”* I3 believes that this stage can make his essay become unique than the others. After that, the readers interest with his essay and want to read it again and again. But, for the reflecting stage, he didn’t do it. Because he believes that collaborative writing more help him to evaluate his writing.

Pie Chart 2.4 Process Essay Writing of I4

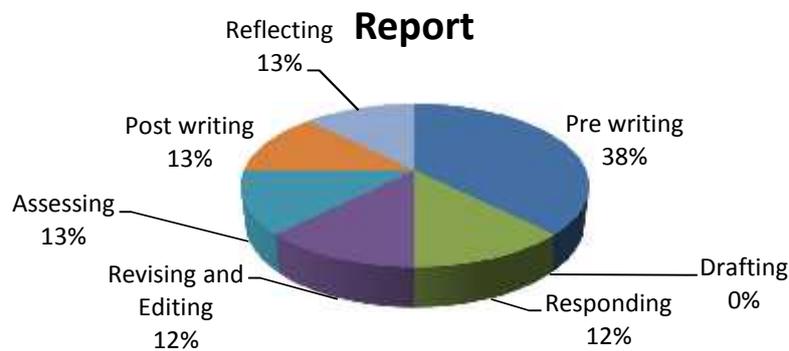
The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I4 do in her essay is pre writing. Pre writing is the initial stage which has a big role

for making an essay, especially argumentative essay. I4 was agreed that three steps in pre writing gives the biggest contribution, they are collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. She believes that this stage give the big role to make an essay, she choose all the stages are important. In pre writing also, she did all sequential. "...I think which is the most important in writing stages, all of them are very important." She said for the stage in pre writing.

Pie Chart 2.5 Process Essay Writing of I5



The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I5 do in her essay is pre writing. Pre writing is the initial stage which has a big role for making an essay, especially argumentative essay. I5 was agreed that three steps in pre writing gives the biggest contribution, they are collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. Same with I4, I5 did all sequential. She said, "*Pre-writing stage is very useful, but our essay should be read by the reader. So, it depends on the readers' point of you.*"

Pie Chart 2.6 Process Essay Writing of I6

The chart shows the proportion of seven stages of academic essay writing from Bailey (2006). There are the proportions of pre writing, drafting, and responding, revising and editing, assessing, post writing and reflecting. Based on the chart, the stages that always most I6 do in her essay is pre writing. Pre writing is the initial stage which has a big role for making an essay, especially argumentative essay. She said, “*when I try to build the schemata, I’d like to learn first about the purpose of the essay that should be arranged. After that, to find out the material of essay, I take from my experiences. But, books are more helpful.*” I6 was agreed that three steps in pre writing gives the biggest contribution, they are collecting information and developing ideas, choosing the interest topic and narrowing the topic that will be stand in essay. From those, she prefer to do first is choosing the interest topic. Because she believes that by choosing the interest topic the other element can be appeared by itself. After that, she can collect the information and developing the ideas to construct the complete essay. Then, the last is narrowing the ideas from what she found of the information. Same with I4 and I5, I6 did all sequential. However, I6 didn’t do all the stages from this theory. One of the stages that she passed it is drafting. Her reason is because the lecturer didn’t ask her to make it. However, she ever makes it in 2nd semester.

Writers’ choice

The writers’ choice which contributes here is rhetorical patterns. Rhetoric refers to the way people use language to process information, and this handout will define a few rhetorical patters as well as each pattern’s general structure and purpose. The researchers used the basic possibilities for organizing an argumentative essay from Tutoring and Learning Centre, George Brown College (2014). In the rhetorical patterns’ case (writers’ choice), the researchers found the students’ problem to choose the structure of argumentative essay in IAIN Syekh Nurjati Cirebon, especially for students of ELTD. Choosing here means how the writers put the introduction to the close. In this study, the first technique that researchers did here is depth interview then next to study of document for the students who has been selected from answering the questionnaire. The questions that are given to the students in depth interview are three questions. There are about rhetorical patterns of their essay, argumentative essay. The answers of those questions give the portrait of the students to the rhetorical patterns in making essay.

The researchers uses this to find out the patterns of students' argumentative essay in detail by applying Hylands' concept about generic structure or patterns of the essay. The essays are taken from GBL course in sixth semester. The researchers believes that in this course the students have already created critical argumentative essay. After that, the researchers needs to break down the paper one by one then counts the number of elements that stands in the essay. The data took from D1 to D6 as the primary resources in this analyzing.

Tabel. 1 Document Analysis

<p>D1: There are some elements that are not standing in D1. Start from first stage (Introduction), there are no At Gr (Attention Grabber) or the hook of essay, Ev (Evaluation), and Mk 1(Marker 1). In the second stage, there is no Mk 2 (Marker 2) as the beginning to propose the proposition of the writer. Also in the last stage, St 1 didn't give consolidation and close.</p>	<p>D2: There are some elements that are not standing in D2. Start from first stage (Introduction), there are no At Gr (Attention Grabber) or the hook of essay, and Mk 1(Marker 1). In the second stage, there is no Mk 2 (Marker 2) as the beginning to propose the proposition of the writer and Rst (Restatement) to repeat the proposition of writers on their essays. Also in the last stage, same with St 1, St 2 didn't give consolidation and close.</p>
<p>D3: There are some elements that are not standing in D3. Start from first stage (Introduction), there are no At Gr (Attention Grabber) or the hook of essay, and Ev (Evaluation). In the second stage, there is no Rst (Restatement) to repeat the proposition of writers on their essays. Also in the last stage, St 3 didn't put the Mk 3, Aff, and Cls.</p>	<p>D4: There are some elements that are not standing in D4. It is for the second stage (body) there is no Rst (Restatement) to repeat the proposition of writers on St 4's essay. But, St 4 has already written all the materials in first stage (introduction) and the last stage (Conclusion) completely.</p>
<p>D5: There are some elements that are not standing in D4. It is for the second stage (body) there is no Ev (Evaluation), it gives explanation that the proposition is not always expressed so explicitly and may emerge from an informing move. For the evaluation is the positive gloss – brief support of proposition.</p>	<p>D6: There are some elements that are not standing in D6. It starts from the second stage (body) there is no Mk 2 (Marker 2), and Rst (Restatement). Restatement here is rephrasing or repetition of proposition. This material is common here. Then, for the last stage D6 didn't has Mk 3 (Marker 3) and Aff (Affirmation).</p>

CONCLUSION

For conclusion, the researchers sums up from each case. According to the I1 to I6s' data, it can be seen that all of them didn't do all the process of writing when they made an essay. However, they have a similarity in applying the process, that is do pre writing and believe that this stage give big role in creating essay. Because pre writing is preparation stage, so they make good preparation. As the explanation above, pre writing consists of three stages that's are choosing the interest topic, narrowing the ideas, and collecting the information then developing ideas. All of them give big effort to the students as the writer and also as the reader.

It can be concluded that process-based stages play the role more than 50% in making an argumentative essay. For certain stages are very useful to the students as the

author here. The example are pre writing (to determine the material and supports of the essay), editing and revising (to decrease the mistakes of essay content or make the essay is good), and responding (to improve the students essay be better). But, there is also stage that is can be used by the students or not such as post writing or publishing, and reflecting. The students felt both of them are not really urgent to be one of urgent process for their essay.

Then, according to D1 to D6, it can be described that not all students put all the elements of argumentative essay. As the explanation in the third chapter, there are three elements of argumentative essay. It begins from introduction, next to the body and the last is conclusion. Mostly, the students warn more to the body, especially for citing or giving references to support their essay. The evidences are they putted many claims and support in the second to the third or before the last paragraph. They believed to make the readers trust to them, they should give the fact and it has a foundation.

Those results can help the students or other people who arrange the essay as the author. Although the students or people here didn't put all the elements in their element (rhetorical pattern), it gives the big contribution to communicate the text to the readers. This is such as using marker (Mk 1, Mk 2 and Mk 3) as the signal or bridge among the sentence or the paragraph.

There are two things that appear when students applied the process-based stages and rhetorical patterns in their essay. Firstly is strength of them (process-based stages and rhetorical patterns). Secondly is weakness of them. Based on the previous chapter, the strength and weaknesses took generally view from depth interview and evidence from their essay. To sum up the strength of writing process stages and writers' choice, there are:

- 1) Well prepare before write the essay;
 - 2) Good organization from begin to the end;
 - 3) Encourages students to communicate their own written message;
 - 4) Communication of the message is paramount and therefore the spaces developing.
- But, inaccurate attempts as handwriting, spelling, and grammar accepted. These skills are further developed in individual and small group conference interviews.

After that, there is also weakness as mentioned above. There are the weaknesses of writing process stages and writers' choice, there are:

- 1) Process writing could be time-consuming with large classes. Teachers may not have enough time to schedule individual writing conference in large classes;
- 2) Lots of grading for the teacher;
- 3) Learners who are unused to process writing and rhetorical patterns will view revision as a sign of failure.

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