

The Senior High School Student's Self-Efficacy and Difficulties in Academic Writing: Input to The Development of The Handbook on Improving Academic Writing Skills

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ABSTRACT

The main objective of this study was to investigate the senior high school students' self-efficacy and difficulties in academic writing. Specifically, it aimed to further determine the sex-aggregated self-efficacy in academic writing in terms of research writing, business letter writing, journal article review, and position paper; common difficulties in academic writing; perception of the academic writing curriculum in terms of delivery of instruction, instructional material used, and writing activities; strategies/practices to improve the academic writing skills. The quantitative research method was used and a survey questionnaire was the main data-gathering instrument of the study. In addition, a total of two hundred seventy (270) respondents randomly participated in the study. The responses and results were tallied, tabulated, and analyzed to provide appropriate conclusions and recommendations for the paper. The findings of the study revealed that the respondents have difficulties in academic writing and the strategies that appeared highly useful were writing an introduction first, followed by acknowledging the feedback of the teachers, and reading the required topic. Thus, the researchers recommended the proposed handbook about strategies, seminars, and innovative lectures that can be used to improve the academic writing skills

Keywords: Academic writing, academic writing skills, difficulties, self-efficacy, strategies

DEDICATION

This study is lovingly dedicated to our lovely family, who have been there for us every step of the journey.

To our wonderful professors who mentored us through the process of teaching.

To our supportive friends and finest squads who helped us.

Finally, we thank our ALMIGHTY GOD for providing us with the knowledge and strength to complete this research.

THE PROBLEM

In the academy, writing is one of the essentials and demands that students must complete. This is not just connecting words with words or sentences with sentences, but also conveying information clearly. It lets every student express who they are as an individual, making their knowledge, thinking, and learning. This literacy fosters the way they will explain complex concepts and exchange thoughts. Among the writing activities that the students will encounter, academic writing is usually given to them.

Academic writing is a formal style of writing that researchers and educators use in scholarly publications. Some of them which are common types include essays, research proposals, dissertations, abstracts, and academic articles. It focuses on evidence-based arguments and logical reasoning to guide a reader's understanding of a subject. Writers can use this format to identify and analyze a concept and propose a theory

or rational conclusion. Professionals may use scholarly writing differently depending on their field. Furthermore, it assists scholars in presenting ideas, analyzing research, and constructing an effective argument.

According to Zhihui Fang (2021), Academic writing is a means of producing, modifying, transmitting, evaluating, renovating, teaching, and learning knowledge and ideology in academic disciplines. Also, he added that being able to write in an academic style is essential to disciplinary learning and critical for academic success. Control over academic writing gives you capital, power, and agency in knowledge-building identity formation, disciplinary practices, social positioning, and career advancement. However, this has become a problem due to the lack of skills needed in writing academic papers. On the other hand, in terms of education in the Philippines in the K-12 Curriculum, Senior High school Students whether in basic or tertiary encounter a lot of challenges in this field. It is also one of the problems of Senior High School Learners. They have different strategies they learn from the instructors. It will surprise or challenge them when they enter college due to the different approaches and language in the University. Given its complexity, in the context of senior high school, Pablo and Lasaten (2018) divulged that the prevalent difficulty of the students in the terms of content and ideas is the absence of a variety of ideas, while for the organization is the lack of connectives. For vocabulary and word choice, the students' most prevalent difficulty is the use of the incorrect word and word usage, while language use is poor sentence structure. Meanwhile, in the formality and objectivity part is the evident use of first and second-person pronouns, while referencing the lack of citations. The curriculum also exposes students to a variety of academic writing assignments throughout their courses. Despite teachers' best attempts to help pupils improve their writing abilities, many students, especially those in senior high school, still struggle with academic writing.

Reading and Writing Skills, Oral Communication, and English for Academic and Professional Purposes (EAPP) are some of the new courses that K-12 has offered. These classes are designed to help individuals improve their writing abilities in both their academic and personal lives. Senior high school pupils must, therefore, have strong writing skills by focusing on the techniques and strategies they preferred. The first approach or method designed to improve academic writing is free writing. Considering it is the most diligent component of writing to begin with, free writing is the most effective technique to motivate students to express themselves in writing. The primary focus is not on accuracy or excellence, which is why it is also known as "brain vomit." Even though this may sound unsettling, it can encourage learners to communicate freely as a way to convey their ideas without being too concerned that they won't be able to come up with anything worthwhile and will simply keep delaying. It further stipulates that you must write at all times. When you've completed the task, you'll have successfully written the first draft without feeling stressed.

The following technique is clustering, considering that writing is a challenging task and particular students usually have a distinct perspective, as if their ideas were generated randomly and were designed to be structured in a specific way. Clustering is a strategy or methodology for gathering ideas and producing written work, whether for professional or academic purposes. Clustering plays a vital role because a significant number of learners do not think in predictable ways. Students can improve their academic writing skills by using the clustering strategy or practice. It is useful because it may assist learners in accumulating data and concepts that may improve their writing.

The final strategy used in the process is outlining, which entails gathering and organizing all of the ideas. This method should be used while finishing the writing process. An outline is a time-honored approach to bringing all thoughts together and structuring them into a usable form. This task may appear challenging, but it is really necessary and will help to discipline the learners writing obligations.

Therefore, the study seeks to identify the effective strategies for improving the academic writing skills of the students of senior high school. This will increase the development among the students who have difficulty in writing academic papers by presenting a handbook that presents the various strategies.

Statement of the Problem

The study focused on the Effective Strategies for Improving Academic Writing Skills in the Students of Senior High School.

Specifically, this study seeks to answer the following questions:

1. What are the students' sex-aggregated self - efficacy in academic writing in terms of:

1.1 research writing

1.2 business letter writing

1.3 journal article review

1.4 position paper

2. What are the respondents' common difficulties in academic writing?

3. What is their perception of the academic writing curriculum in terms:

3.1 delivery of instruction

3.2 instructional materials used

3.3 writing activities

What are their practices to improve their academic writing skills?

Based on the results, what handbook on improving academic writing skills can be prepared?

Scope, Delimitation and Limitation of the Study

This study focused on the Effective Strategies that will help improve the academic writing skills of students in senior high school. The investigation examined the self-efficacy of Grade 12 Humanities and Social Sciences in academic writing skills.

Specifically, this study investigated sex-aggregated self-efficacy and determined their difference in academic writing in terms of research writing, business letter writing, journal article review, and position paper. Moreover, this identified the common difficulties of the learners in academic writing and, also the perceptions of the academic writing curriculum in terms of its delivery of instruction, instructional materials used, and writing activities.

Since academic writing skills can be improved by several writing strategies, this study is delimited to the students' practices itself to improve their academic writing skills. It also limits the investigation to the students of Grade 12 Humanities and Social Sciences of Pantalan Senior High School, Lian Senior High School, and Tuy Senior High School.

Significance of the Study

This study entitled Effective Strategies for Improving the Academic Writing Skills of Students in Senior High School will be of great benefit to the following:

Batangas State University. This study may help Batangas State University to achieve its mission statement of quality and outstanding learners that have good academic writing skills.

College of Teacher Education. This study may aid expand the knowledge of the CTE department toward the strategies that could enhance the academic writing skills of the students. They can provide a framework about the strategies in enhancing academic writing skills based on the results.

College of Teacher Education Faculty. The study may assist the faculty by giving them a deeper understanding of the ways to improve the academic writing skills of the learners. Moreover, it helps them to

provide plans that will regard the academic writing skills of the learners.

Students. This research may help students to widen their comprehension about the subject matter. It also anticipates contributing to the improvement of the academic writing skills of the students in understanding and applying the strategies.

Researchers. This research could be beneficial to the researchers as it will provide information that will help them to increase their writing skills especially in academic writing. Furthermore, this will give the researchers background knowledge of the strategies that they may use to enhance their academic writing ability.

Future Researchers. The study will have great contributions to the future researchers who are interested in conducting research work related to the present study. They may also consider the output as their reference and source of information to support their future study.

REVIEW OF RELATED LITERATURE

This chapter presented a review of conceptual and research literature supported by the discussions and presentations of research synthesis, conceptual framework, and definition of terms which has a direct bearing on the present study: Effective Strategies for Improving Academic Writing Skills in Students of Senior High School.

Conceptual Literature

The following review of conceptual literature indicates the concepts of 1) Writing 2) Writing Skills, 3) Academic writing, and 4) K-12 English Curriculum.

Writing. In general, writing refers to using symbols to communicate thoughts or ideas. It entails the conversion of ideas and concepts, sounds, or visuals into a measurable footprint. Likewise, Nordquist (2019) defined writing as a set of visual symbols that can be used to express meaning and the process of text composition. This is further supported by McNamara & Allen (2019). Communication among a group of people is made possible by writing. To remember or solidify comprehension, people frequently write to themselves. Writing is something people do occasionally in order to educate themselves and others. Writing can either be a freeform translation of thoughts into words and then into the symbols that express those words, or it can be a planned and edited translation of thoughts that can serve to improve communication. The composition includes a variety of mediums and techniques of communication, including drawings, sound recordings, music, and films, can also benefit from writing.

Writing, according to Menggo et al. (2019), is a core skill in language learning. The learners are required to use their language skills, including grammar, diction, punctuation, spelling and many others. These help them to appropriately communicate their ideas in writing in a well-organized manner. According to Vilka (2020), writing fosters communication across different professions. Writing is a crucial component of citizenship because it is utilized to communicate with everyone, from family members to government officials. Self-expression and creativity are embodied in writing. It deepens our comprehension of reality. The ability to write about a variety of topics reflects our knowledge. It demonstrates the caliber of the authors and thinkers the people are. Writing rarely occurs in a straight line from beginning to end. Writing involves thinking and requires careful planning. Writing is a process that develops in stages. The student might anticipate and predict many factors that contribute to their preferred writing style once they are knowledgeable of their own writing style.

Writing Skills. Khazaal (2019) cited that writing is a skill that may be acquired at any point in our academic careers, from basic schools to colleges. Students initially learn how to write letters, simple words, and their names in the English language, and as they progress in their studies, their writing skills increase accordingly. This is essential to the study of human history. It should be of primary interest and concern to teachers, students, and researchers as it is one of the fundamental tenets of language learning. In terms of the abilities students require to succeed in college, it is crucial.

According to Aliyu (2020), writing abilities play a significant role in English as a Foreign Language or (EFL); it is because the academic success of the learners needs the support of this skill. Khazrouni (2019) backed up this idea, citing that writing skills demand that English as a Foreign Language students use their linguistic proficiency to develop the main idea, support the idea, and summarize the concepts that the experts presented. It also covers having sufficient knowledge of diction, topic selection, and punctuation, as well as to make good connections between sentences and locate relevant resources. The other three language abilities and language components, such as vocabulary, pronunciation, and grammar, also benefit from writing as a thinking tool.

Academic Writing. Zhihui Fang (2021) described in his blog article Academic Writing, the academic writing as a means of producing, codifying, transmitting, evaluating, renovating, teaching, and learning knowledge and ideology in academic disciplines. Moreover, EAP Foundation by Sheldon Smith (2022), in an article about Academic writing, he defined academic writing as a medium that communicates ideas, information and research to the wider academic community. Moreover, he added that this can be divided into two types such as student academic writing, which is utilized as assessment; and expert academic writing that is used for publication in an academic journal or book. Furthermore, both types are expected to adhere to the same standards. Thus, academic writing has characteristics to be considered by the writers or students. These are structured, evidenced, critical, balanced, precise, objective, and formal.

A coherent structure should be present in academic writing. The genre of composition will frequently influence the structure. The text should be cohesive, with a logical flow throughout, and coherent, with a clear connection between each section. To guarantee that the final work is adequately organized, with a distinct focus and a logical succession of ideas, careful planning is necessary prior to writing. In academic writing, opinions and arguments need to be supported with evidence. Students should not just take everything and read as fact as an academic writer. They must examine and assess the data that they are writing about. This is known as critical thinking. In order to write critically, the writer must conduct an extensive study and gain a thorough comprehension of the subject at hand. In academic writing, balance is the key. This entails avoiding bias and taking into account all relevant information. In order to ensure that the reader gets the message, academic writing should employ clear and exact language. Writing in academia is impartial. In other words, the arguments and information are given formally than the other types. Contractions and other phrases or idioms that might be frequent in spoken English are generally avoided in favor of lengthier, more complicated sentences.

Valdez (2019) distinguished academic writing by arguments that are evidently supported by facts, empirical data, exact word choice, logical structure, and an objective tone. It clearly informs, analyses, and persuades and as well as provides the reader with the tools they need to participate critically in an academic discussion.

K-12 English Curriculum. The K-12 Language Arts and Multiliteracies Curriculum is anchored on the following language acquisition, learning, teaching and assessing principles. All languages are interrelated and interdependent. The facility in the first language (L1) strengthens and supports the learning of other languages (L2). Acquisition of sets of skills and implicit metalinguistic knowledge in one language (common underlying proficiency or CUP) provides the base for the development of both the first language (L1) and the second language (L2)². It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This principle serves to explain why it becomes easier and easier to learn additional languages.

Research Literature

The following are the studies conducted that had relation to the present study. This section exhibits reinforcing research which may be a concrete foundation and reference for this present study that aims to either add or solidify the previous findings about the common problems encountered by students in writing academic papers.

Khazaal (2019) emphasized in his study entitled Improving Postgraduates' Academic Writing Skills with Summarizing Strategy, that summarizing as a strategy significantly improves the academic writing skills of postgraduate students in English. He claimed that postgraduate students' post-test writing results demonstrated

a significant improvement, demonstrating that writing skills were significantly affected by summarizing strategies. The learners are able to reinterpret the main paragraph in their own words; they are able to organize the main idea and important facts in their own language while still being aware of all linguistic variances. The researcher came to the conclusion that summarizing techniques actively help teachers and trainers that aim to investigate the impact of summarization techniques on the comprehension of English-language texts by EFL students. Similar to this paper, (Zdemir, 2018) also conducts an investigation into the Effect of Summarization Strategies Usages and Narrative Text Summarization Success. The outcomes revealed that students who employed the summarizing technique fared better on the post-test mean score. This study complements Mallia's (2017) *Strategies for Developing English Academic Writing Skills* because it focuses on pre-writing tasks that are extremely important as well as some of the most crucial elements of academic writing, which frequently revolve around paragraph structure, key components of an essay, and various functional types of essays.

Writing has traditionally been seen as a crucial ability in learning the English language. This significance derives from the fact that it reinforces the vocabulary and grammatical rules that teachers work so hard to instill in their students. However, it was observed that multiple researchers found that in order for ESL students to be successful in writing in English, they must be exposed to a range of genres, strategies, and methodologies.

Based on the study of Feng (2015), *Effective Strategies for Improving Writing Skills of Elementary English Language Learners*, to assist English language learners with their writing, teachers must consider novel and innovative instructional methods. It suggests getting organized, providing scaffolding for instructions, using technology, and keeping a journal. The methods being used to raise these kids simply bring them up to the level of expertise that is needed. In a secure environment, it is simpler for ESL students to take chances, which is crucial for even good writing. The writing process can be accelerated for English language learners with the aid of scaffolding and peer work. Finally, a range of technologies and literacies combine to grab attention and propel them toward success in the writing classroom. Even when they are beginning readers and writers who are working in a language they have not yet mastered, kids can benefit from writing when given the chance to write for genuine meaning-making and message-sharing goals.

The project also demonstrated the effectiveness of the strategies used with the experimental group because the writing abilities did advance. For a few students, there are still difficulties in the use of whole sentences and the expressing of concepts. These pupils require more direct training to write whole sentences as opposed to run-ons. The pupils that have difficulty expressing themselves have lower levels of English competence, therefore the weakness is predicted. Overall, the objectives were accomplished, and issues were resolved.

An article by Schillings' (2018) *A Review of Educational Dialogue Strategies to Promote Academic Writing Abilities* presented a clear statement that written feedback is crucial to the development of academic writing skills. This feedback should ideally incorporate feed-forward and feed-up feedback. Thus, the study concluded that most studies used assessment criteria, worked examples, and training or instruction as feed-up information. Peer review and written feedback by lecturers were frequently used as feedback information. Most studies reported on interventions that asked students to revise text; this was considered to provide feed-forward information. Students generally perceived the interventions as positive. Most of the interventions dealing with other outcome measurements resulted in better outcomes as evidenced by marks or writing products. Using criteria and examples was considered beneficial because they seemed to be especially important to clarify expectations. In general, a mix of feed-up, feed-back and feed-forward features seems to help improve academic writing skills. The face-to-face dialogue helped meaningful feedback and supported the revision of writing products. Furthermore, with regard to student outcomes, most interventions positively affected performance. The literature review suggests that feedback dialogue shows promise as an intervention to improve academic writing skills, but also calls for future research into why and under which specific conditions face-to-face dialogue is effective.

The study about *Strategies for Developing English Academic Writing Skills* conducted by Mallia (2017), the expanding significance of cooperative learning, critical thinking, and independent learning, which may not be adequately known to students from non-Western educational systems where historically factual recollection

has been given priority. It has also been introduced to use inductive and deductive methods for structuring paragraphs and constructing essays. Additionally, these strategies could be in opposition to the rhetorical devices that non-native pupils from different cultures are accustomed to, necessitating extra care. Modern pre-session courses are focusing on English that is appropriate for particular sets of fields at the undergraduate and postgraduate levels and are becoming more specialized. For instance, academic English courses that are more are being replaced with courses that focus on Science, technology, engineering, and mathematics disciplines.

Learning how to participate effectively and confidently in group activities is one of the key objectives of academic English pre-session since the benefits of collaborative learning is being recognized more and more. Similar to how improving one's critical thinking skills—systematically going over, dissecting, and reorganizing information before attempting academic writing—is now seen as an essential part of academic achievement. While the significance of collaboration in the learning process is emphasized, contemporary curricula must also incorporate a comprehensive plan for autonomy, including lifelong learning. Pre-session classes today serve a considerably wider range of purposes than only language instruction providing students with a more complete set of academic skills that enable them to approach. With greater assurance and possibility of success, pursue postgraduate courses and the working world beyond.

Additionally, contemporary pre-session courses are becoming more specialized, focusing on English appropriate for certain sets of fields at the undergraduate and graduate levels. For instance, more specialized academic English courses are being substituted for those that concentrate on fields with a humanities slant and Science, Technology, Engineering, and Mathematics. By doing this, students will be able to maximize the time they have before, during, and after their graduate and postgraduate courses, which are performed with English as the main language of instruction.

Based on the study of Wale (2021) entitled Using inquiry-based writing Instruction to develop students' academic writing skills, there was a statistically significant difference in the academic writing abilities of the experimental and control groups. Thus, inquiry-based writing teaching helped students develop their academic writing abilities. The majority of the essays produced by students who learned through inquiry-based writing instruction focused on task achievement, coherence and cohesion, lexical resource, grammatical range, and accuracy. This study advises academics to pay close attention to inquiry-based writing teaching throughout their academic careers.

This showed that implementing an inquiry-based writing education program aided students in developing their academic writing skills. When asked about how inquiry-based writing instruction was used in their academic writing sessions, the students in the focus group discussion said it improved their academic writing skills. Although they had previously employed inquiry-based writing instruction, the students admitted that their former writing had not been very persuasive. However, because of the methods we employed during the learning process, we improved as academic writers when we used inquiry-based writing training. The students felt that inquiry-based writing teaching gave them the opportunity to include criticism from peers and writing professionals which allowed them to better grasp how to find writing subjects, get pertinent data on their topics, analyze the material, and write up essays. The focus group findings thus indicated that implementing inquiry-based writing teaching in academic writing courses could aid students in honing their academic writing abilities. This is due to the development of the abilities to find writing subjects, come up with ideas, gather and evaluate information from a variety of sources, write up drafts with supporting evidence, consult colleagues and experts, and ultimately write up good essays. Finally, in their reflective journals, the students noted that the teaching strategy was essential because it helped them become better academic writers by giving them accountability for their writing assignments and showing them how to create academic texts with rich data.

In the study about Student's Needs for Academic Writing in the English Education Department by Fatimah (2018), the materials created and designed by the department are effective and worth providing. The materials include the learning activities such as getting feedback from the lecturer and peers and in-class writing practice, which have interesting appeal to the learners. On the other hand, in terms of writing, the learners embrace and prove the importance of the elements of the essays, academic work, outlining, paraphrasing process, and producing complete academic writing. Additionally, he found out prioritize the significant use of

textbooks, references from the internet and journals.

According to Armawati (2020), the study entitled *Increasing the Writing Skill through Implementation of Task-Based Language Teaching Approach at Eleventh Graders SMK Wiratama Kotagajah*. The primary objective of the task-based language teaching approach is to encourage students' independence when writing. Task-Based Language Teaching has been demonstrated to be beneficial in raising achievement and enhancing enthusiasm for learning by encouraging students to make predictions, use context clues, and characterize a purpose for writing. The process of teaching and learning English in the classroom requires the teacher to be innovative in their methods of imparting the lessons to their students. The teaching technique should be simple, pleasant, motivating, stimulating, and aimed at increasing the student's capacity. Furthermore, the subject is easier to understand for the kids. Although the majority of writing approaches have been implemented in the classroom, the results demonstrate that certain students' English achievement remains low. The topic was difficult for the students to grasp, particularly in writing. The teacher's approach is one strategy for implementing a method in the classroom. The teaching and learning process is used to ensure that learners understand the information being presented. As a result, as a professional educator, you should be able to assist pupils in mastering the topic by using the proper technique in the teaching and learning process. The primary goal of this study is to look at the students' writing skills at SMK Wiratama Kotagajah and see how far the task-based language teaching style could advance the student's learning process.

The study of *The Relationship Between Instructional Delivery and Student Engagement in Selected Classrooms* by Canales (2020), There is a need for further investigation into the variations and similarities between instructional techniques and student involvement across four institutions. The study's findings will help district and school site managers and teachers understand which educational techniques elicit the highest levels of student involvement. More precisely, the study will shed light on any relationship that may exist amongst IPEGS Standard Performance 4, Instructional Delivery, and Engagement, as well as the degrees of student engagement seen in the various classrooms. Additionally, the study will inform administrators, instructors, and staff about teaching practices, that were related to better student involvement. The findings could be used by the district to inform and make decisions about effective classroom instructional techniques that could promote student engagement and, as a result, student achievement.

According to Bowker in Swarni (2016), academic writing is a particular genre of writing that prescribes its own set of rules and practices. He also stated that some urgent things should be paid attention in writing such as grammar, choice of word, punctuation, capitalization, spelling, vocabulary, and unity among the paragraph. In short, the definition of academic writing is a type of script that has an educational purpose with particular rules. The rules should be applied to reach the goal of academic writing. The students' problems are caused by some factors, internal or external, such as the minimum amount of knowledge they understand in English, lack of exercise, lack the motivation to learn more, and so on. The idea is supported by Muhammad et al. (2016) who says that writing is the most difficult field in second language learning. It means that students face many difficulties in their academic writing such as making an outline before writing a draft, organizing their ideas, and identifying the skills needed for successful writing.

The study by Wadman-Goetsch (2020), entitled *Writing Self-efficacy and Linguistic Diversity of First-Year Composition Students*, This study looks into the potential connection between student writing self-efficacy and marginalized linguistic characteristics. Over the course of two semesters, sixty-nine first-year composition students completed surveys on linguistic habits and perspectives, as well as self-efficacy in writing skills. The study's sample size limited its ability to find statistically significant relationships in the data, though a tentative correlation exists between high writing self-efficacy and a proclivity to describe one's dialect of nurture using terms that correspond to standard language ideology ("normal," "general," etc.). For providing reasoning and evidence to support areas, every learner, both basic writers and standard writers, had the highest average writing self-efficacy ratings. In terms of native language and non-standardized dialects spoken, the qualitative evidence further demonstrates the linguistic diversity of first-year composition students. The findings and consequences are examined, as well as recommendations regarding further research and the necessity for teachers to foster all students' writing self-belief.

The goal of the research entitled *Improving Academic Writing Skills through Contextual Teaching Learning*

for Students of Bosowa University Makassar by Madjid et al. (2017) is to assist students in developing their academic writing abilities by modifying the existing approaches that were considered unsuccessful in dealing with this particular issue. This study looked at how contextual teaching and learning can help students develop their academic writing abilities. And after conducting, only 8 out of 30 students could pass the required qualifying exams in the first session, according to the results. The percentage of students who passed the standard qualifying exam increased to 80% from 30 students in the following period, and by the end of the course, all of the students had achieved success. These trials demonstrate that the contextual teaching and learning effects that were discovered in this study can be employed to aid students in developing their academic writing abilities. This study suggests that the lecturer provides extensive instruction in the process of writing preparation, the assessment of references, and the creation of writing based on academic writing strategy.

The study *Fostering Academic Writing Skills and Text Quality through Metacognitive Activities* was conducted by Wischgoll & Anke 1 (2017). The delivery of metacognitive support and its effectiveness in helping undergraduates and graduate students develop their academic writing abilities and enhance the quality of their texts. With regard to the development of academic writing skills and the caliber of their texts, undergraduates who received the additional self-monitoring technique training specifically benefited noticeably more than students who did not get this intervention. The feedback that was tailored to their writing expertise in terms of better text quality benefited both undergraduates and graduates. However, the combination of writing strategy and feedback was not significantly related to improved text quality. In summary, the results suggest a combination of training cognitive and metacognitive writing strategies or of providing feedback that is aligned to writing experience in order to improve the text quality of beginning academic writers. Writing approach and feedback, though, did not significantly correlate with higher text quality. In conclusion, the results contribute to a combination of teaching cognitive and metacognitive writing skills or giving writing-experience-aligned feedback in order to enhance the text quality of beginning academic writers.

The composition writing abilities of senior high school learners are evaluated in this descriptive correlational study entitled *Composition Writing Skills of Senior High School Students*, conducted by Gamilo & Aggabao 2019. As for the respondents, 88 students in Grade 11 Humanities and Social Science (HUMSS) from Aurora Senior High School make up the responses. The Pearson r , t -test, and tabular value methods were used by the researchers to perform this study and analyze the data. As a result, it showed that social media, self-interest, peers, parents, support from the school administration and teachers, and peer pressure are all elements that contribute to the improvement of the writing performance of the students. The learners were found to have incredibly poor grammar, paragraph organization, and voice, yet they were adept at recognizing the elements of structures of written composition- introduction, body, conclusion, mechanics, and choice of words. Moreover, it was discovered that not all students who received an English 11 grade above fair are proficient writers. The academics suggest requesting the assistance of the school's administration, teachers, students, and parents. For the continual improvement of the learners in composition writing, it is important to take into account the interest of the students and the use of social media. Grammar, paragraph structure, and the voice of written production of the learners should all be taught by teachers with the proper attention. Students use of technology in relation to their academic activities should be carefully watched over and supervised.

Synthesis

The researcher Sheldon Smith quotes the EAP Foundation as saying he defined academic writing as a means for sharing ideas, knowledge, and research with the larger academic community in an article titled *Academic Writing*. Additionally, he emphasized that this may be separated into two categories: student academic writing, which is used for assessment; and other forms. And *Improving Postgraduates' Academic Writing Skills with Summarizing Strategy* by Edhah Numan Khazaal (2019), *Effective Strategies for Improving Writing Skills of Elementary English Language Learners* by Feng (2015), and *A review of educational dialogue strategies to improve academic writing skills* by Schillings et, al (2018), and the study about *Strategies for Developing English Academic writing c Writing Skills* conducted by Mallia (2017) convey similarities and difference between the current study.

All of the cited writings and articles were related to and comparable to the current study because they focused on addressing the techniques and strategies that can be used to improve academic writing skills, such as summarizing according to Edhah Numan Khazaal and the significance of teachers being exposed to new writing techniques by using new ideas and creative teaching methods that assist language learners in creating comprehensive writing by Feng (2015). Reported on interventions that required students to rewrite text; this was regarded as providing feed-forward information, according to Schillings et al. (2018). It was thought helpful to include criteria and examples because they appeared to be particularly crucial for outlining expectations.

In addition, the referenced research supported students' views and actual writing-related experiences. In the current study, the researchers concentrated on identifying teaching methods that would give teachers new insights into effective teaching procedures as well as aid students in learning how to write effectively.

The studies had a variety of respondents, which was expected given that they were primarily focused on seniors in high school because of their difficulties with academic writing and documentation in general. Because of this, the current study aims to further contribute by offering ideas and a set of tactics aimed at increasing the effectiveness of this approach, which will significantly impact students' academic writing and development.

Theoretical Framework

On April 6, 2021, Linda Flower published an article saying that writing's cognitive process theory is a subject for study. Standard models of cognitive processes exist. The model by Flower and Hayes is one instance. Crowd sourced data can be used to validate cognitive process theory models. After gathering data, one can produce a sizable dataset, for instance. Answers to a series of questions are contained in the dataset. The most crucial stage of the cognitive process can be found there. One can use the idea of probability for this.

The cognitive process theory of writing is thus generally a research area. It is about the content-writing process. Additionally, it covers the psychological research procedures involved in content creation. According to cognitive process theory, long-term memory refers to domain knowledge, which focuses on the idea that when a writer is knowledgeable about a subject, they may produce material. There are three simple stages a writer follows.

The mental process is repeated by a writer until the desired result is achieved. This process is influenced by the environment. Environmental factors include audience types, content size, topic novelty, etc.

The cognitive process, which includes identifying, characterizing, assessing, and explaining, is relevant to the current study. That is also pertinent to learning tactics aimed at enhancing learners' writing abilities. Cognitive ability is fundamental for English language learners. Writing is a difficult and complex cognitive task. Similar to how writing techniques can be used to define it. You may tell that you understand a theory when you use it to explain or understand a real-world problem. Similar to what students might actually encounter in a classroom.

Furthermore, specify the relevant theory or theories, give them due credit, describe their construction, and briefly mention how they relate to other theories. To write their thoughts down, people need to have the cognitive skills of working memory and attention, as well as the physical skills of writing by hand or typing.

Frame 1 illustrated the input. This comprised the questions that the researchers seek to answer with regards to students' sex-aggregated self-efficacy in academic writing skills in terms of research writing, business letter writing, journal article review, and position paper. This also encompassed the students' common difficulties in academic writing, and the perception of the academic curriculum in terms of delivery of instruction, instructional materials used, writing activities, and assessment. Lastly, it incorporated the practices and strategies to improve their academic writing skills.

Frame 2 displayed the process. This encompassed adapting and modifying the questionnaire and data-gathering procedures. It further indicated the statistical treatment of data: weighted mean, frequency, ranking,

and z-test. Also, this included the analysis, interpretation, and discussion of the gathered data.

Frame 3 showed the output. This presented the tangible output of the study which was the handbook on effective strategies for improving the academic writing skills of the students in senior high school.

Conceptual Framework

The researchers utilized Input-Process-Output model for the illustration of the paradigm for the conceptual framework of the study

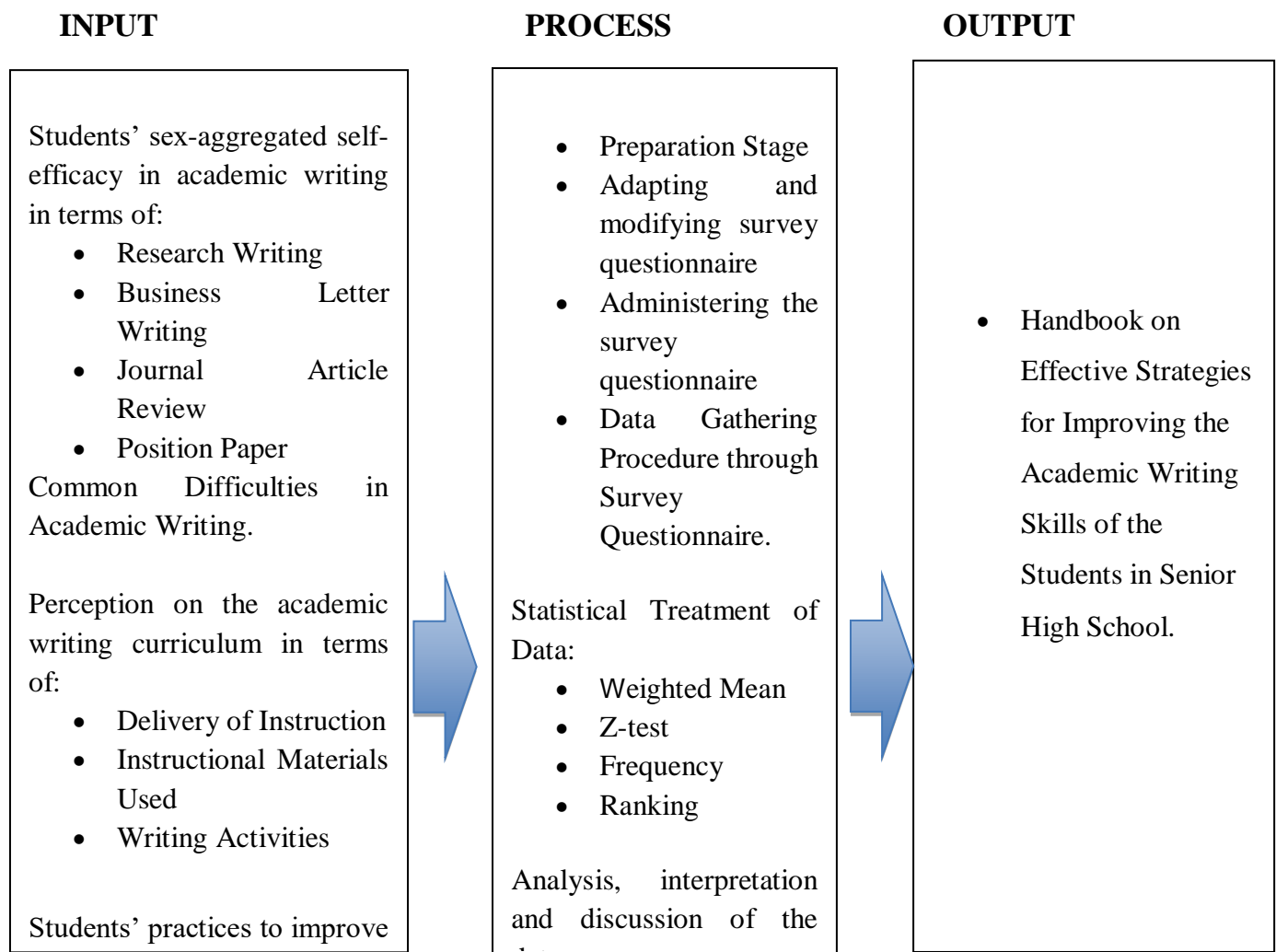


Figure 2.1 Research Paradigm on the Effective Strategies for Improving Academic Writing Skills in the Students of Senior High School.

Frame 1 illustrated the input. This comprised the questions that the researchers seek to answer with regards to students' sex-aggregated self-efficacy in academic writing skills in terms of research writing, business letter writing, journal article review, and position paper. This also encompassed the students' common difficulties in academic writing, and the perception of the academic curriculum in terms of delivery of instruction, instructional materials used, writing activities, and assessment. Lastly, it incorporated the practices and strategies to improve their academic writing skills.

Frame 2 displayed the process. This encompassed adapting and modifying the questionnaire and data-gathering procedures. It further indicated the statistical treatment of data: weighted mean, frequency, ranking, and z-test. Also, this included the analysis, interpretation, and discussion of the gathered data.

Frame 3 showed the output. This presented the tangible output of the study which was the handbook on effective strategies for improving the academic writing skills of the students in senior high school.

Definition of Terms

Academic Writing. Academic Writings are usually the papers that the students need to accomplish in line with academics or any papers, or documents crafted for teaching and learning. According to LibraryUK (2021), academic writings are clear, focused and structured evident that aid the reader's understanding mostly crafted by learners and apprentices. Operationally, the term is used in the study referred to the main problem conducted in the study that need's academic writing strategies for learners.

Curriculum. Curriculum is a standards-based sequence of scheduled experiences that allows students to practice and master both academic knowledge and practical learning abilities.

Difficulties. This is the quality or state of being hard to do. deal with, or understand, according to Merriam-Webster. Operationally, this is used to show the lapses experienced by the students in dealing with academic writing.

Effective. This is something that will tell if the result or outcome was obtained in a task. According to Oxford Language Dictionary, effective means fulfilling a specified function in fact, though not formally acknowledged as such. In Collins Dictionary, this refers to something that works well and achieves the intended or target results. Operationally, the term is used to determine the ability of the strategies chosen for the academic writing process for learners.

Improving. This term refers to developing and increasing the level from its usual condition into acceptable and standard capacity. Operationally, the term is used to measure the progress of the strategies mentioned in the study.

Perception. It is the process by which sensory input is converted into structured experience. This perception, or experience, is the result of both the process itself and the stimulation. Operationally, this term is used to describe how the students perceive the curriculum and its aspects.

Practices. It is defined as the approach used in the implementation of a process that utilizes a method, belief, or idea in order to execute a task, by Lorry Kinney (2023). Operationally, this term was used to exemplify the habits of writing academic papers.

Self-efficacy. This term is defined as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. It further comprised the attitudes, abilities, and cognitive skills of the students, according to Albert Bandura (2023). Operationally, the term refers to the efficiency of the students towards academic writing.

Senior High School. It refers to Grade 11 and 12 of the K-12 Basic Curriculum Program. Students will enroll in their chosen academic track to take the courses they had to complete in order to enroll in their desired courses when they went to college. Operationally, the term is used as the subjects and the respondents of the study.

Strategies. These are the ways or plans to achieve an aim. In our case, strategies represent groups of potential steps to take or action that could be helpful to organize the student writing progress related to academics. Operationally, the term refers to the technique that the learned need to conduct for effective academic writing.

Writing. Nordquist (2019) defined writing as a set of visual symbols that can be used to express meaning and the process of text composition. According to Oxford Language Dictionary, writing entails exercise and the ability of noting words on paper and constructing text coherently. Operationally, the term refers to the skill of a student on marking coherent words in paper.

RESEARCH METHOD AND PROCEDURE

This chapter contains the method of the study and the procedure that the researchers will utilize to gather data in order to complete the study. This indicates Research Design, Subject of the Study, Data Gathering

Instrument, Data Gathering Procedure, and Statistical Treatment of Data.

Research Design

The researchers utilized a quantitative research method design in order to collect the needed data in the study of effective strategies that can be used for improving the academic writing skills of the students in senior high school. This worked by quantifying and analyzing numerical data.

According to Apuke (2017), it defines how to attain facts in numerical form to explain the problem or circumstance. It makes it possible to strengthen and defend the ideas using more comprehensive data from the same investigation. Additionally, this will help generalize and understand the findings of the data obtained (Bhandar, 2020). The researchers believed that the quantitative research method design is the applicable design for the study because this showed a vivid understanding of the variables and determined the given problem. Thus, the researchers were confident that the data being accumulated provide quality and acceptable results with regards to the Senior High School Students' Self-efficacy, and Difficulties in Academic Writing.

Subject of the Study

In this study, the grade 12 students of Humanities and Social Sciences from the schools of Pantalan Senior High School, Lian Senior High School, and Tuy Senior High School were the respondents.

The number of grade 12 HUMSS students in Pantalan Senior High School was 464. In Lian Senior High School, the number of grade 12 HUMSS students was 144, and in Tuy Senior High School was 284, with a total of 892 total population. The researchers used a Raosoft calculator with a 5% margin of error and a 95% confidence level to get the 270 sample size. Therefore, in every school, there were 90 students who participated in the survey.

Table 3.1 Distribution of Respondents

HUMSS Grade 12	Random Sample Size
Lian Senior High School	90
Pantalan Senior High School	90
Tuy Senior High School	90
TOTAL	270

Data Gathering Instrument

The researchers adapted and modified the survey questionnaires from different research projects aligned with the present study.

The survey questionnaire of the study Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL by Erkan and Seban (2011); The Relationship between EFL Learners' Self-Efficacy in Writing and Writing Performance across Genders by Jokela (2019) were modified and placed in the first part of the survey questionnaire.

Among the sources, the Academic Writing Difficulties by University EFL Learners conducted by Aldabbus & Almansouri (2022) was fully adapted and was utilized on the second part of the questionnaire referring to the common difficulties of the students in academic writing. Meanwhile, A Model of Research Paper Writing Instructional Materials for Academic Writing Course: Needs & Documents Analysis and Model Design by Ghufon, Saleh, Warsono, and Sofwan (2016); Students' Perception on Writing Problems: A Survey at One Islamic University in Jambi by Habibi, Wachyuni, and Husni (2017); Students Perception of Self-Assessment and the use of self-assessment in English Writing Skill by Rani (2016); The Effect of Instructional Delivery

Method on Interaction and Satisfaction in Distance Education Courses at a Community College by Fladd (2007), were also adapted and modified. These were located in the third part of the questionnaire. These survey questionnaires will be utilized in order to gather data that are necessary about effective strategies for improving academic writing skills.

Exploring EFL students' use of writing strategies and their attitudes towards reading-to-write-and writing-only tasks conducted by Soltani & Kheirzadeh (2017) was adapted and modified and was located in the last part of the questionnaire as it implies the practices and strategies to improving the academic writing skills.

Additionally, it had four parts. Part one included self-efficacy in academic writing, followed by part two which was the common difficulties in academic writing. Part three dealt with the perception of the academic writing curriculum, and the last part was the practices to improve their academic writing skills. For its measurement, it was in the form of the Likert scale and with a rating scale measurement with corresponding verbal interpretations: "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree."

Data Gathering Procedure

The researchers wrote a letter to the authors of the research studies for approval to use their survey questionnaire aligned with the present study. Other letters were also sent to Pantalan Senior High School, Lian Senior High School, and Tuy Senior High School for the approval of the principals to conduct the present study in their schools.

Preparation. The researchers looked at the previous studies, and read their questionnaires. The gathered information suitable to the present study was adapted, modified, and utilized in the survey questionnaire of the study.

Administration of the questionnaire. Following the approval of the questionnaire, the researchers conducted their survey. It was given out to the respondents who were chosen purposively. The goal of the implementation was for the researchers to develop a general understanding of the research problem's solution. The answers to the survey were total and tallied by the researchers, who then used the necessary statistical tools and procedures to analyze the results.

Scoring. The results that were gathered from the questionnaire were used to handle the data after being submitted to weighted mean computation.

The researchers used weighted mean, ranking, frequency, and z-test for the statistical treatment of the data.

After gathering the data, the researcher analyzed and kept the documents confidentially.

Table 3.2 Likert Scale

Scale	s of Weighted Mean	Verbal Interpretation
4	3.51 - 4.00	Strongly Agree
3	2.51-3.50	Agree
2	1.51-2.50	Disagree
1	1.00-1.50	Strongly Disagree

Statistical Treatment of Data

The researchers gathered, analyzed, and assembled the data from the study. For data analysis, the following statistical tools were employed.

Frequency. This was utilized to demonstrate the regularity of responses on the respondents, in number.

The Likert Scale. This was used to establish the mean score of the respondents, and determine the typicality of responses shown from the four-scale options for the responses of the respondents from the questionnaires.

Ranking. This was used to rate the responses to the inquiries from the needs assessment questionnaire, with rank 1 being the highest.

Weighted Mean. This was utilized to verify the respondents' scores and determine the four scales of respondents' responses, this was done based on the questionnaires.

Z-test. a statistical test to determine whether two population means are different when the variances are known and the sample size is large.

Presentation, Analysis, And Interpretation of Data

This chapter comprised the presentation, analysis, and interpretation of findings. The analysis and interpretation of data was carried out using quantitative analysis of data.

Students' sex-aggregated self-efficacy in academic writing in terms of:

Self-efficacy is the belief that one is capable of carrying out an activity or accomplishing a goal. It includes an individual's confidence in their ability to manage their actions, have an impact on the world around them, and remain motivated in the pursuit of their objective. Cherry (2023).

Research Writing

Research writing is the process of gathering and organizing in-depth information from a study and using it as the basis for the next actions. It is a method of demonstrating the potential of work by means of increasing knowledge. By generating novel concepts for further study, research writing aids in the expansion of knowledge. Sulaxana (2023).

Table 4.1.1 exhibited the sex-aggregated self-efficacy in academic writing in terms of research writing.

Table 4.1.1 Sex-aggregated Self-efficacy in Academic Writing (Research Writing)

Statement	Weighted Mean of Male	Verbal Interpretation	Weighted Mean of Female	Verbal Interpretation
I can write a clear thesis statement that identifies the topic and controlling idea.	2.95	Agree	2.99	Agree
I can use appropriate style in research writing or any forms of scholarly and academic writing.	2.85	Agree	3.08	Agree
I can easily cover all the information that should be dealt with within a given topic.	2.98	Agree	2.92	Agree
I can write grammatically correct sentences when writing a research.	2.94	Agree	2.96	Agree

I believe that I am able to clearly state the main idea when I write a text or a paragraph.	3.03	Agree	3.05	Agree
I give credit to the author(s) of the studies we referred to.	3.23	Agree	3.41	Agree
I follow the prescribed format in crafting research.	3.23	Agree	3.39	Agree
I cite and make proper attribution of all the related literature.	3.05	Agree	3.33	Agree
I do not plagiarize in writing research.	3.14	Agree	3.29	Agree
I write sentences and paragraphs with organization and formality.	3.13	Agree	3.27	Agree
Combined Weighted Mean	3.05	Agree	3.17	Agree

Table 4.1 shows in the result, of sex-aggregated self-efficacy in academic writing in terms of research writing. In the male section, it obtained a 3.05 combined weighted mean, while in the female section, it had a 3.17 which were both verbally interpreted as agree. As presented, the statements “I give credit to the author(s) of the studies we referred to” and “I follow the prescribed format in crafting research” became noticeable as they stand out among the other statements because both males and females agree to it. The statement (6) and (7) in the male section got the same mean which was 3.23 while in the female section, statement (6) got 3.41, and statement (7) got 3.39 mean- although it did not have the same mean but still dominated. This was a good indicator that both sexes know the value of giving credit to the authors and are efficient in following the prescribed format of research writing. Moreover, it can be seen the statement “I do not plagiarize in writing research” was next as it got the mean of 3.14 and was verbally interpreted as “agree” following the leading ones in the male column. As for the female column, the statement “I cite and make proper attribution of all the related literature” appeared next to the leading as it contains the mean of 3.33 with an interpretation of agree.

In the male column, it was observed that after statement (9) it was followed by the succeeding statement “I write sentences and paragraphs with organization and formality” with a mean of 3.13; “I cite and make proper attribution of all the related literature.” having 3.05 mean; “I believe that I am able to clearly state the main idea when I write a text or a paragraph” with a mean of 3.03; “I can easily cover all the information that should be dealt with within a given topic” containing 2.98; “I can write a clear thesis statement that identifies the topic and controlling idea” with 2.95; “I can write grammatically correct sentences when writing a research” with 2.94; lastly “I can use appropriate style in research writing or any forms of scholarly and academic writing” with a least mean of 2.85 and were all interpreted as agree. On the female side, the succeeding statements were “I write sentences and paragraphs with organization and formality” with a mean of 3.27; “I can use appropriate style in research writing or any forms of scholarly and academic writing” contains 3.08; “I believe that I am able to clearly state the main idea when I write a text or a paragraph” with 3.05; “I can write a clear thesis statement that identifies the topic and controlling idea” with a mean of 2.99; “I can write grammatically correct sentences when writing a research” with 2.96; “I can easily cover all the information that should be dealt with within a given topic” with the mean of 2.92 and were all interpreted as agree.

As shown by the findings, it was parallel to the study of Halm (2018) as the female students incorporate and credit authors and related literature more than male students, which points out the significance of the female category's knowledge and understanding of legitimacy and provides essential background knowledge about where their resources originated from—which is important for their writing activities in general and for their research writing in particular. While male students need further understanding of this area although some of them already acknowledge it.

Table 4.1.2 exhibited the Z-test result of the sex-aggregated self-efficacy in academic writing in terms of research writing.

Table 4.1.2 Z-test Result of the Sex-aggregated Self-efficacy in Academic Writing in terms of Research Writing

Sex	Number of respondents	Mean	Variance	Z	Two Tailed Critical Value	Result
Male	135	3.09	0.17	1.4	1.96	There is no significant difference between scores
Female	135	3.16	0.13			

Shown in Table 4.1.2 is the z-test result of the sex-aggregated self-efficacy in academic writing in terms of research writing, indicating both males and female have an equal number of 135 respondents. It can be seen that the female respondents got the 3.16 mean higher than the 3.09 mean of the male. In terms of their variance, male got a 0.17 while 0.13 for females; the z-score is 1.4 and had a critical value of 1.96. With these data, the result revealed that “there is no significant difference between scores of male and female self-efficacy in academic writing in terms of research writing.

The result was similar to the findings of the study of Baji (2020), Analysis of Gender Difference in Academic Self-Efficacy and Achievements among Senior Secondary School Students in Niger State, Nigeria revealed that there is no significant difference in academic self-efficacy of male and female students.

Business Letter

A business letter is a piece of writing that is sent to clients, investors, potential employees, and other organizations. It targets the relevant problems or agenda and offers solutions. Pinegar (2023).

Table 4.2.1 showed the sex-aggregated self-efficacy in academic writing in terms of business letters.

Table 4.2.1 Sex-aggregated Self-efficacy in Academic Writing (Business Letter)

Statement	Weighted Mean of Male	Verbal Interpretation	Weighted Mean of Female	Verbal Interpretation
I am confident that I can produce good content and a clear presentation of purpose in writing a business letter.	3.06	Agree	3.08	Agree
I assure that I write my content cohesively and coherently.	3.00	Agree	3.11	Agree
I follow the parts of letter writing.	3.30	Agree	3.44	Agree
I choose appropriate words which are aligned to my intention.	3.24	Agree	3.35	Agree
I follow the format in letter writing.	3.25	Agree	3.40	Agree

I have confidence in closing my letter with complimentary remarks. (Respectfully yours, & Sincerely yours,)	3.17	Agree	3.40	Agree
Combined Weighted Mean	3.17	Agree	3.30	Agree

Table 4.2.1 illustrated the sex-aggregated self-efficacy in academic writing in terms of business letters in which males got the combined weighted mean of 3.17 while 3.30 for females and both verbally interpreted as agree. Among the statements presented, the statement “I follow the parts of letter writing” dominated as it got 3.30 mean in the male and 3.44 in the female which had a similar verbal interpretation “agree”. This suggested that both sexes were firm in writing business letters as they know and follow the parts of it. On the male side, the top statement was followed by this line “I follow the format in letter writing” with a mean of 3.25; “I choose appropriate words which are aligned to my intention” with a 3.24 mean; “I have confidence in closing my letter with complimentary remarks, (respectfully yours, & Sincerely yours,)” with 3.17; “I am confident that I can produce good content and a clear presentation of purpose in writing a business letter” which had 3.06 mean, and lastly is the statement “I assure that I write my content cohesively and coherently” with a 3.00 mean and were all interpreted as agree.

On the side of the female, the statement following the leading one is the statements “I follow the format in letter writing” and “I have confidence in closing my letter with complimentary remarks, (respectfully yours, & sincerely yours,)” which both have the mean of 3.40, and after while “I choose appropriate words which are aligned to my intention” with a 3.35 mean; “I assure that I write my content cohesively and coherently” with 3.11 and finally the statement “I am confident that I can produce good content and a clear presentation of purpose in writing a business letter” which had 3.08 mean and were still verbally interpreted as agree.

This result was supported by Baji (2020) in his study of Gender Difference in Academic Self-efficacy and Achievements saying that the mean value of female students indicated a higher level of academic self-efficacy (Mean =78.36) over the male students (Mean =78.16). As seen in the table, females dominated male in academic writing in terms of business letters.

Table 4.2.2 displayed the z-test result of sex-aggregated self-efficacy in academic writing in terms of business letters.

Table 4.2.2 Z-test Result of the Sex-aggregated Self-efficacy in Academic Writing in terms of Business Letter

Sex	Number of respondents	Mean	Variance	Z	Two Tailed Critical Value	Result
Male	135	3.22	0.19	1.06	1.96	There is no significant difference between scores
Female	135	3.27	0.18			

Shown in Table 4.2.2 is the z-test result of the sex-aggregated self-efficacy in academic writing in terms of business letters, indicating male and females have an equal number of 135 respondents. It can be seen that the female respondents got a 3.27 mean higher than the 3.22 mean of the male. In terms of their variance, males got a 0.19 while 0.18 for females; the z-score is 1.06 and had a critical value of 1.96. With these data, the result revealed that “there is no significant difference between scores of male and female self-efficacy in academic writing in terms of business letters.

The study of Saadi (2020) , Gender differences in writing: The mediating effect of language proficiency and writing fluency in text quality similarly reflected the result of the present study as it revealed that there is no

significant difference in academic self-efficacy of males and female students and also indicated that females' superiority in writing fluency and text quality is a consequence of their superiority in English proficiency. Furthermore, findings suggested that writing fluency in English is an important explanatory variable that accounted for females' superiority in text quality. Findings are discussed in light of process-oriented writing research and implications for writing research and teaching are suggested.

Journal Article Review

That is a type of professional paper writing which demands a high level of in-depth analysis and a well-structured presentation of arguments. It is a critical, constructive evaluation of literature in a particular field through summary, classification, analysis, and comparison. Daniel Pn (2023).

Table 4.3.1 presented the sex-aggregated self-efficacy in academic writing in terms of journal article review

Table 4.3.1 Sex-aggregated Self-efficacy in Academic Writing (Journal Article Review)

	Weighted Mean of Male	Verbal Interpretation	Weighted Mean of Female	Verbal Interpretation
I can use appropriate style in writing journal article review or any forms of scholarly and academic writing.	3.01	Agree	3.05	Agree
I believe that I am able to clearly state the main idea when I write a text or a paragraph.	3.10	Agree	3.18	Agree
I am confident that my examples and facts support my written idea.	3.14	Agree	3.14	Agree
I have confidence in ending my journal article review with a clear statement.	3.06	Agree	3.10	Agree
I am confident in making sentences that are related to each other.	3.20	Agree	3.18	Agree
I trust my ability to argue and justify my opinions.	3.17	Agree	3.23	Agree
Combined Weighted Mean	3.11	Agree	3.15	Agree

Table 4.3.1 is the sex-aggregated self-efficacy in academic writing in terms of journal article review, illustrating the combined weighted mean of the male is 3.11 while 3.15 mean for females which are both verbally interpreted as agree. On the male side, statement "I am confident in making sentences that are related to each other" seemed the ranked 1 as its mean is 3.20 while on the female side "I trust my ability to argue and justify my opinions" standout containing a mean of 3.23 which are both a has verbal interpretation "agree". This implies that male is efficient in making sentences and relating to each other while females are good at arguing ability and justifying their opinions. As follows, statement "I trust my ability to argue and justify my opinions" got a mean of 3.17 in the male section followed by "I am confident that my examples and facts support my written idea" with a mean of 3.14; "I believe that I am able to clearly state the main idea when I write a text or a paragraph" with 3.10; "I have confidence in ending my journal article review with a clear statement" with 3.06; "I can use an appropriate style in writing journal article review or any forms of scholarly and academic writing" with 3.01 mean and were all interpreted as agree.

On the female side, after the leading statement, it was followed by statements “I am confident in making sentences that are related to each other” and “I believe that I am able to clearly state the main idea when I write a text or a paragraph” having the same mean of 3.18; “I am confident that my examples and facts support my written idea” with 3.14; “I have confidence in ending my journal article review with a clear statement” with 3.10; “I can use the appropriate style in writing journal article review or any forms of scholarly and academic writing” with a mean of 3.05 in which they all have the same interpretation as agree.

According to the results obtained, most females have the ability to write a journal article review with the proper procedures and aesthetics that were supported by the study of Nückles and Roelle 2020 recognizing self-regulation in written form as a good potential theoretical point of view that draws on models of self-regulated theory of learning and cognitive load concept; has the potential to scaffold self-regulated learning suggested by written text as an external representation and benefits by improving, and specifically due to the handling of outcomes from the genre-free principle in journal writing.

Table 4.3.2 presented the z-test result of sex-aggregated self-efficacy in academic writing in terms of journal article review.

Table 4.3.2 Z-test Result of the Sex-aggregated Self-efficacy in Academic Writing in terms of Journal Article Review

Sex	Number of respondents	Mean	Variance	Z	Two Tailed Critical Value	Result
Male	135	3.13	0.16	-0.14	1.96	There is no significant difference between scores
Female	135	3.14	0.21			

Shown in Table 4.3.2 is the z-test result of the sex-aggregated self-efficacy in academic writing in terms of journal article review, indicating males and females have an equal number of 135 respondents. It can be observed that the female respondents had a 3.14 mean higher than the 3.13 mean of the male. In terms of their variance, male got a 0.16 while 0.21 for females; the z-score is -0.14 and had a critical value of 1.96. With these data, the result revealed that “there is no significant difference between scores of male and female self-efficacy in academic writing in terms of journal article review”.

The result was similar to the study of Baji (2020) as the findings found that there was no significant difference in academic self-efficacy between male and female students. However, the mean value of female students indicated a higher level of academic self-efficacy (Mean =78.36) over the male students (Mean =78.16).

Position Paper

A position paper is a piece of writing that examines a certain topic from an empirical standpoint and must be supported by facts. The thesis statement outlines the problem at hand, offers the necessary theoretical or conceptual justifications for why the problem is important, presents a review of pertinent empirical findings on the problem from the paper, and concludes with a discussion of what the data show, and what questions still need to be answered. Finally, the opinion regarding the best approach to take in addressing those questions, according to Florida Atlantic University (2022).

Table 4.4.1 showed the sex-aggregated self-efficacy in academic writing in terms of position paper.

Table 4.4.1 Sex-aggregated Self-efficacy in Academic Writing (Position Paper)

Statement	Weighted	Verbal	Weighted	Verbal
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	Mean of Male	Interpretation	Mean of Female	Interpretation
I can choose and defend a point of view.	3.15	Agree	3.19	Agree
I believe that I am able to clearly state the main idea when I write a text or a paragraph.	3.10	Agree	3.15	Agree
I am confident that my examples and facts support my written idea.	3.21	Agree	3.18	Agree
I am confident in making sentences that relate to each other.	3.16	Agree	3.25	Agree
I trust my ability to argue and justify my opinions.	3.22	Agree	3.27	Agree
I can easily match style with topic.	3.00	Agree	3.02	Agree
Combined Weighted Mean	3.14	Agree	3.18	Agree

Table 4.4.1 shows a different computed weighted mean of males with 3.14, and females with 3.18, but both verbally interpreted as agree. It can be seen that the statement “I trust my ability to argue and justify my opinions” is the leading one with a mean of 3.22, in the male section while 3.27 in the female side which has a verbal interpretation of “agree”. This statement was followed by the line “I am confident that my examples and facts support my written idea” with a 3.21 mean in the male section while on the other side, the statement “I am confident in making sentences that relate to each other” followed next with 3.25 mean and were both interpreted as agree. The succeeding lines in the male section were “I am confident in making sentences that relate to each other” a 3.16 mean; “I can choose and defend a point of view” with a mean of 3.15; “I believe that I am able to clearly state the main idea when I write a text or a paragraph” with 3.10; “I can easily match style with topic” with 3.00 mean and were all interpreted as agree. On the female side, after the two leading statements, it was followed by “I can choose and defend a point of view” with 3.19; “I am confident that my examples and facts support my written idea” with 3.18; “I believe that I am able to clearly state the main idea when I write a text or a paragraph” with 3.15 mean; lastly the “I can easily match style with topic” with 3.02 mean and were verbally interpreted as agree.

The result revealed that both sexes of respondents were good in arguing and justifying their opinions as it still supported by Baji (2020) in his study saying that the mean value of female students indicated a higher level of academic self-efficacy (Mean =78.36) over the male students (Mean =78.16). As seen in the table, females dominated males in academic writing in terms of journal article review.

Table 4.4.2 showed the z-test result of the sex-aggregated self-efficacy in academic writing in terms of position paper.

Table 4.4.2 Z-test Result of the Sex-aggregated Self-efficacy in Academic Writing (Position Paper)

Sex	Number of respondents	Mean	Variance	Z	Two Tailed Critical Value	Result
Male	135	3.15	0.21	0.44	1.96	There is no significant difference between scores
Female	135	3.16	0.25			

Shown in Table 4.4.2 is the z-test result of the sex-aggregated self-efficacy in academic writing in terms of position, indicating males and females have an equal number of 135 respondents. It can be observed that the female respondents had a 3.16 mean higher than the 3.15 mean of the male. In terms of their variance, males got a 0.21 while 0.25 for females; the z-score is 0.44 and had a critical value of 1.96. With these data, the result revealed that “there is no significant difference between scores of male and female self-efficacy in academic writing in terms of journal article review”.

The result was similar to the study of Baji (2020) as the findings found that there was no significant difference in academic self-efficacy between male and female students. However, the mean value of female students indicated a higher level of academic self-efficacy (Mean =78.36) over the male students (Mean =78.16).

What are the respondents’ common difficulties in academic writing?

Difficulties are defined as the quality or state of being hard to do, deal with, or understand.

Table 4.5 showed the respondents’ common difficulties in academic writing

Table 4.5 Common Difficulties in Academic Writing

Statement	Mean	Verbal Interpretation	Rank
I have difficulty deciding how to start my writing.	2.92	Agree	1
I have difficulty in coming up with a good thesis statement.	2.86	Agree	2
I have difficulty in generating thoughtful ideas.	2.80	Agree	3
I have difficulty in organizing my ideas.	2.75	Agree	4
I have difficulty in writing coherent paragraphs.	2.70	Agree	6
I have difficulty in writing strong conclusions.	2.71	Agree	5
I have difficulty in summarizing ideas taken from other sources.	2.65	Agree	8
I have difficulty in paraphrasing ideas taken from other sources.	2.63	Agree	9
I have difficulty in determining whether putting the quotation mark is appropriate or not to the topic itself.	2.62	Agree	11
I have difficulty in documenting sources.	2.62	Agree	11
I have difficulty in avoiding plagiarism.	2.44	Disagree	15
I have difficulty in choosing the appropriate academic/ scholarly words.	2.67	Agree	7
I have difficulty in using the mechanics of writing (spelling, punctuation, and capitalization).	2.53	Agree	14
I have difficulty in using grammar correctly (word classes, subject-verb agreement, forms of singular and plural).	2.61	Agree	13
I have difficulty in relating one idea to another in my academic writing.	2.62	Agree	11

Combined Weighted Mean	2.68	Agree	
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As indicated in table 4.5 the revealed demonstrated a combined weighted mean of 2.68 and verbally interpreted as agree. Among all the statements, the statements 1, 2, and 3 are the top three. The statement “I have difficulty in deciding how to start my writing” which got the highest computed weighted mean 2.96 got the first rank, followed by the statement “I have difficulty in coming up with a good thesis statement” with a mean of 2.86 and the statement “I have difficulty in generating thoughtful ideas” with 2.80 mean was the in the third rank in which these were verbally interpreted as agree. On the other hand, the bottom three reflected the statements 11, 13, and 14. The statement “I have difficulty in grammar correctly (word classes, subject-verb agreement, forms of singular and plural) got the rank 13 with a mean of 2.61, followed by the statement “I have difficulty in using the mechanics of writing (spelling, punctuation, and capitalization) with a mean score of 2.53, which got the place of rank 14, and the statement “I have difficulty in avoiding plagiarism” had the lowest mean of 2.44 which is evidently the least. All of these statements under the bottom three were verbally interpreted, and agreed.

Consequently, grade 12 HUMSS students appeared to really have difficulty in their academic writing. It is very evident in the result that starting to write, crafting a strong thesis statement, and generating thoughtful ideas were noticeable top three difficulties of the respondents.

The result was similar to the study of Muhammad et al. (2016) who says that writing is the most difficult field in second language learning— means facing difficulties in their academic writing such as making an outline before writing a draft, organizing their ideas, and identifying the skills needed for successful writing.

Meanwhile, the bottom three were parallel to the findings of the study of Ameliani (2019), entitled Student’s Difficulties in Grammar in Seventh Grade Junior High School 1 Magelang, revealed that students have difficulties in grammar involving tenses, plurality, article, preposition and pronoun.

What is their perception of the academic writing curriculum in terms of: Delivery of Instruction

Effective instructional designs provide all teachers with a consistent instructional framework. A strategic plan of inquiry-based educational techniques, tactics, and models that lead to academic success, according to Yanelys Canales 2020.

Table 4.6 presented the perception of the academic writing curriculum in terms of delivery of instruction.

Table 4.6 Perception of the Academic Writing Curriculum (Delivery of Instruction)

Statement	Mean	Verbal Interpretation
I think that the subject activities require me to interact with the teacher in the subject.	3.24	Agree
I am satisfied with the interaction with the teacher.	3.17	Agree
I am satisfied with how I receive materials and information of the subject.	3.11	Agree
I am satisfied with the activities of the subject.	3.15	Agree
I am satisfied with the technical support provided for the subject.	3.10	Agree
Combined Weighted Mean	3.15	Agree

Shown in Table 4.6 is the perception of the academic writing curriculum in terms of delivery of instruction with a combined weighted mean of 3.15 which had a verbal interpretation, “agree.” Visually, the statement “I think that the subject activities require me to interact with the teacher in the subject” got the highest mean of 3.24 which was verbally interpreted as agree. It was followed by the line “I am satisfied with the interaction with the teacher” with 3.17; “I am satisfied with the activities of the subject” with 3.15; “I am satisfied with how I receive materials and information of the subject” with 3.11, and lastly “I am satisfied with the technical support provided for the subject” with a mean of 3.10 and were all interpreted as agree.

The result revealed that the majority positively viewed the delivery of instruction embedded in the academic writing curriculum, and one thing that is vital in this matter is the interaction between students and the teacher. This was supported by Stronge (2018) as emphasizing the vital role of the teachers, recognizing them as important players in influencing children's academic performance and supporting evidence that shows teachers are the most powerful school-based influence on student accomplishment.

Instructional Material Used

Instructional materials are tools that educators use to facilitate student learning. These materials can be used in a variety of ways, depending on the instructional goals and objectives. (Saikat 2022)

Table 4.7 illustrates the Grade 12 Humanities and Social Sciences student's Perception of the Academic Writing Curriculum in terms of Instructional Materials.

Table 4.7 Perception of the Academic Writing Curriculum (Instructional Material Used)

Statement	Mean	Verbal Interpretation
Teaching materials of academic writing subjects help students to write a quality research paper.	3.31	Agree
Teaching materials of academic writing subjects are appropriate and suit the student’s level of writing skill.	3.28	Agree
Teaching materials of academic writing provide depth information about the steps and techniques in scholarly writing.	3.26	Agree
Teaching materials of academic writing consider the level of difficulty of the subject.	3.16	Agree
Teaching materials of academic writing consider the student’s background knowledge with the subject.	3.21	Agree
Combined Weighted Mean	3.24	Agree

Shown in Table 4.7 is the perception of the academic writing curriculum in terms of instructional material used, with a combined weighted mean of 3.24 which had a verbal interpretation, “agree.” Noticeably, the statement “Teaching materials of academic writing subjects help students to write a quality research paper” got the highest mean of 3.31 which was verbally interpreted as agree. It was followed by the line “Teaching materials of academic writing subjects are appropriate and suit the student’s level of writing skill” with 3.28; “Teaching materials of academic writing provide depth information about the steps and techniques in scholarly writing” with 3.26; “Teaching materials of academic writing consider the student’s background knowledge with the subject” with 3.21, and lastly “Teaching materials of academic writing consider the level of difficulty of the subject” with a mean of 3.16 and were all interpreted as agree.

In this matter, the respondents viewed the academic writing curriculum in terms of instructional material used positively as it stated that instructional materials used in teaching the students help them produce a quality research paper. This is similar to the findings of the study of Fatimah (2018) entitled, Student's Needs for Academic Writing at the English Education Department, which revealed that the materials created and designed by the department are effective and worth it to provide.

Writing Activities

Writing is a set of visual symbols that can be used to express meaning and the process of text composition. (Nordquist 2019). Thus, writing activities are a set of exercises that aims to develop a particular area of ability.

Table 4.8 showed the Perception of Academic Writing Curriculum in terms of Writing Activities.

Table 4.8 Perception of Academic Writing Curriculum (Writing Activities)

Statement	Mean	Verbal Interpretation
Using simple words in writing activities makes me more confident.	3.16	Agree
Getting difficulties in writing as it requires me to brainstorm with others.	2.96	Agree
Organizing information, thoughts and ideas is being practiced.	3.19	Agree
Considering grammar, it takes me a long time to put the correct tenses which are appropriate to the event.	2.99	Agree
Using indentation is being reminded as it implies a new flow of idea in the essay.	3.13	Agree
Combined Weighted Mean	3.09	Agree

As illustrated in the table, the combined weighted mean is 3.09 and is verbally interpreted as agree. The statement “Organizing information, thoughts and ideas is being practiced” got the 3.19 weighted mean, which is considered highest, and has the verbal interpretation, agree. It is preceded by the statements “Using simple words in writing activities makes me more confident” with a 3.16 mean record; “Using indentation is being reminded as it implies a new flow of idea in the essay” with 3.13; “Considering grammar, it takes me a long time to put the correct tenses which are appropriate to the event” with a mean of 2.99; last is the statement “Getting difficulties in writing as it requires me to brainstorm with others” which had 2.96 mean score. These aforementioned statements were all verbally interpreted, agree.

In a journal article of the University of Waterloo (2018) entitled Using Writing as a Learning Tool stressed that tasks are beneficial because they encourage students to understand, organize, and integrate past knowledge with new concepts while fostering critical thought about the course material. Correspondingly, utilizing simple words in the writing process greatly enhances students' confidence.

What are their practices to improve their academic writing skills?

Practice is defined as the approach used in the implementation of a process that utilizes a method, belief, or idea in order to execute a task. Lorry Kinney (2023)

Table 4.9 exhibited the practices to improve their academic writing skills

Table 4.9 Practices to Improve their Academic Writing Skills

	Mean	Verbal Interpretation	Rank
I read the required topic of the writing activity.	3.36	Agree	3
I do research before writing to generate ideas.	3.19	Agree	8
I think of the suitability of expressions I know.	3.18	Agree	9.5
I consulted the references for more information about my topic.	3.20	Agree	7
I read my teacher's feedback on my previous writing and try to learn from my mistakes.	3.40	Agree	2
I write the introduction first.	3.45	Agree	1
I use some examples to explain the meaning when I cannot find the exact expressions.	3.32	Agree	4
I discuss various points of my view in my writing.	3.18	Agree	9.5
I stick to the organization I chose initially.	3.14	Agree	14
I produce subsequent drafts.	3.04	Agree	15
I check whether I have written everything I wanted to say.	3.19	Agree	8
I check whether the content is logical.	3.16	Agree	13
I check whether I have used academic English conventions, e.g., formality and referencing.	3.25	Agree	6
I edit the draft collaboratively.	3.17	Agree	12
I check whether it is easy for the reader to understand.	3.30	Agree	5
Combined Weighted Mean	3.18	Agree	

Shown in Table 4.9 is the Practices to Improve the Academic Writing Skills containing a combined weighted mean result of 3.18, which is verbally interpreted as agree. Among the 15 statements, it can be observed that the statement "I write the introduction first," got the first rank as it obtained a mean of 3.45. Then it is followed by the statement "I read my teachers' feedback in my previous writing and try to learn from my mistakes" with 3.40 mean; "I read the required topic of the writing activity." got third place as it obtained a 3.36 mean. These top three were all verbally interpreted, agree.

As for the bottom three, the statement "I checked whether the content is logical," is associated as it has a 3.16 mean with a verbal interpretation, "agree"; preceded by "I stick to the organization I chose initially," with 3.14, and lastly, "I produce subsequent drafts," falls in the lowest place as having 3.04 mean. Likewise, these were interpreted, as "agree".

The results showed that although the students had some prior knowledge of the practice needed to improve their academic writing, their skills had not yet reached their full development. Meanwhile, it means that students must make time to practice more.

The study of Armawati 2017, supports that giving students the chance to reflect on what the students have learned and how well the students are doing is important. As the emphasis shifts from language content to

learning processes, becoming a reflective learner is a component of learner training. In terms of pedagogy, there is no one strategy that, strictly speaking, gives learning how to learn a higher priority than any other.

Based on the results, what handbook on improving academic writing skills can be prepared?

Handbook about strategies to improve academic writing skills of senior high school students. It comprises essential information and parts that will tackle the introduction, rationale, objectives, academic writing activities, common difficulties in academic writing, influence of teachers in academic writing and children's learning style, and strategies in academic writing.

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations based on the findings of the study.

Summary

The study focuses on the Effective Strategies for Improving Academic Writing Skills in the Students of Senior High School.

Specifically, this present study will seek to answer the following questions:

1. What are the students' sex-aggregated self - efficacy in academic writing in terms of:
 - research writing
 - business letter writing
 - journal article review
 - position paper
2. What are the respondents' common difficulties in academic writing?
3. What is their perception of the academic writing curriculum in terms:
 - delivery of instruction
 - instructional materials used
 - writing activities
4. What are their practices to improve their academic writing skills?
5. Based on the results, what handbook on improving academic writing skills can be prepared?

Summary of the Findings

The study provided the following findings:

Sex-aggregated self-efficacy in academic writing

The respondents of this study were grade 12 HUMSS students from Lian, Pantalan and Tuy Senior High School. Self-efficacy in academic writing in terms of research writing, the combined weighted mean of male and female differ from each other as the mean of female is greater than the male. However, it still revealed that both sexes are efficient in research writing as they know how to give credit to the author(s) of the studies they

referred to and follow the prescribed format in crafting research; in business letter writing, still quite dominant is the female over male but then it shows that both of them are aware of the following parts of the letter as well as the format that encompasses the appearance, and most importantly, choose appropriate words which are aligned to my intention. In terms of journal article review, females still lead over the male. The result showed that in dealing with journal article reviews, females have the ability to argue and justify their opinions while on the side of males, they are more on making sentences that are related to each other. Looking in terms of the position paper, still female but then they are similar in their characteristics —both trusting themselves in their ability to argue and justify opinions but they differ in the succeeding matter as males are confident with their examples and facts support the written idea while females are confident in making sentences that relate to each other.

The z-test results in sex-aggregated self-efficacy in academic writing in terms of research writing, business letter writing, journal article review, and position paper revealed that female self-efficacy of all these indicators is higher than the self-efficacy of male but overall interpreted that there is no significant difference between scores of male and female self-efficacy.

Common difficulties in academic writing

The majority of the respondents were having the most difficulty in starting their writing, followed by coming up with a good thesis statement and generating thoughtful ideas. Furthermore, using grammar correctly, using the mechanics of writing (spelling, punctuation, and capitalization), and avoiding plagiarism appeared as difficulties also faced by the respondents but showed not as major as the preceding problems mentioned.

Perception of academic writing curriculum

In terms of time allotment in the academic writing curriculum, the respondents emphasized the need of improving their time management skills so that they will accomplish the activity given to them effectively before the set date of submission. Regarding the delivery of instruction, the majority think that the subject activities require them to interact with the teacher in the subject and help them to enhance their social skills. A quality research paper is emphasized in terms of instructional material used, as the respondents implied that teaching materials of academic writing subjects help them to produce justifiable composition. In terms of writing activities, the respondents highlighted that the writing activities helped them to practice their organization in the flow of their writing.

Practices to improve their academic writing skills

As the result indicated, the top practices were writing first the introduction, acknowledging the feedback of the teachers, reading the required topic, using examples as evidence, considering the reading as if they will easily understand it, and so on. These ones imply a great help for the students to improve their academic writing skills.

A handbook about strategies for improving academic writing skills.

The researchers proposed a handbook about strategies to enhance and improve academic writing skills. Its major focus is the ability to write and be able to produce quality papers. This will help the students obtain it by following the steps and procedures included in the learning guide (handbook), which are mainly based on the results that appeared.

CONCLUSION

From the study conducted, the following conclusions were gathered based on the findings of the study:

The study revealed that both sexes were efficient in academic writing incorporating research writing, business letter writing, journal article review, and position paper. Additionally, the result described the self-efficacy of females was higher than the self-efficacy of males but revealed that there is no significant difference between scores of male and female self-efficacy in academic writing.

Senior high school met difficulties in academic writing in which the top three are starting their writing, followed by coming up with a good thesis statement and generating thoughtful ideas.

The respondents have a favorable perception of academic writing curriculum encompassing the delivery of instruction, instructional material used, and writing activities.

The top 3 practices and strategies that can be used to help improve the academic writing skills of the students are writing an introduction first, followed by acknowledging the feedback of the teachers and reading the required topic.

RECOMMENDATION

Based on the results of the study, the following recommendations are hereby endorsed:

The proposed handbook can be used to improve the Academic Writing Skills of the Students in Senior High School.

The Humanities and Social Science (HUMSS) courses may offer seminars where student's prior knowledge and ability to write, especially academic writing in English, and research writing, may develop before stepping in the university.

Teachers may design highly innovative lectures about academic writing to emphasize its value and make students appreciate the writing.

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