

**EVALUATING THE COMPETENCY OF ELEVENTH-GRADE
STUDENTS OF VOCATIONAL SCHOOL IN CRAFTING
AUTOBIOGRAPHICAL TEXTS**

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Abstract

This study evaluates the writing skills of eleventh-grade students at SMK Hang Nadim Batam in composing autobiographical texts. Autobiography, which involves writing about one's own life, is a key component of the curriculum for vocational high school students. The primary aim of this study is to assess the proficiency of these students in writing autobiographies. Employing a descriptive qualitative research approach, this study analyzes student writing to provide a detailed description of their skills through Brown and Bailey's theoretical lens. The analysis includes examining the organization, content logic, grammar (including the use of simple present, past, and future tenses), mechanics (legibility and neatness), and vocabulary (word choice). The findings indicate that students demonstrated a competent level of writing skills. Specifically, their autobiographical texts generally exhibited well-organized content, logical sequencing, appropriate tense usage, and adequate vocabulary. However, there are areas for improvement. The study offers recommendations for teachers, students, and future researchers, suggesting that these findings could serve as a reference for enhancing English instruction and guiding further research in this area.

Keywords: writing, autobiography, vocational students

INTRODUCTION

English has emerged as a global lingua franca, bridging communication across diverse cultures and nations (Crystal, 1997). In Indonesia, English is integral to the educational system, taught from elementary through to vocational high school and higher education. This widespread emphasis underscores the language's importance in both global and local contexts. Despite its prevalence, writing in English—particularly autobiographical writing—presents significant challenges for many students.

Writing is a core component of English language learning, alongside listening, speaking, and reading. It is widely acknowledged as one of the more complex skills to develop due to its multifaceted nature (Harmer, 1998). Effective

writing requires mastering various elements including grammar, vocabulary, punctuation, and mechanics, as well as the ability to organize and present ideas coherently. Writing not only integrates these technical aspects but also demands critical thinking and creativity, making it a fundamental yet challenging skill for students to acquire.

Autobiographical writing, a specific focus in vocational high school curricula, offers a valuable context for assessing students' writing abilities. Defined as a detailed narrative of one's own life experiences (Couser, 1968), autobiography writing requires students to reflect on their personal experiences and articulate them clearly and engagingly. This genre allows students to practice narrative structure, coherence, and self-expression, which are crucial for effective written communication.

The theoretical framework for understanding writing involves several key processes and skills. Writing is often conceptualized as a process involving multiple stages: prewriting, drafting, revising, and publishing. According to Caroline (2003), the prewriting phase involves brainstorming and organizing ideas, while the drafting stage focuses on translating these ideas into written form. Revising entails refining the content for clarity and coherence, and publishing involves finalizing the text for presentation. This process-oriented approach emphasizes that writing is not a linear task but rather an iterative process of development and refinement.

Additionally, writing theories highlight the importance of various writing components. Brown (2007) identifies five essential elements of writing: organization, logical development of ideas, grammar, punctuation and mechanics, and style. Each of these elements contributes to the overall effectiveness of a written text. Organization refers to the structure of the text, including the introduction, body, and conclusion. Logical development involves the coherent progression of ideas. Grammar, punctuation, and mechanics ensure the technical accuracy of the writing, while style affects the text's readability and engagement.

The complexity of writing is further emphasized by its relationship to other language skills. Tidyman (1959) notes that writing shares similarities with

speaking, including the need for clear organization and the use of appropriate vocabulary. Writing is not an innate ability but a skill that develops over time with practice and instruction (Nilson, 1984). This view underscores the importance of targeted teaching strategies to help students overcome common difficulties in writing, such as generating ideas, organizing content, and applying correct grammar and vocabulary (Nurul, 2011).

The analysis of students' writing skills in English as a Foreign Language (EFL) has become a significant area of research in recent years. One notable study conducted a needs analysis of EFL students' writing skills, using the four-step framework of course development proposed by Graves (1996). This study involved 60 students from various classes and three writing teachers. It utilized a questionnaire to investigate the frequency with which learners experienced problems with aspects of writing such as punctuation, word choice, and organization. The results revealed significant challenges in these areas, indicating a need for targeted instructional interventions to improve writing proficiency.

In reviewing the literature on evaluating the competency of eleventh-grade vocational school students in crafting autobiographical texts, several key studies provide valuable insights into various aspects of writing skills and instructional strategies. The analysis of these studies offers a comprehensive framework for understanding how different approaches and factors influence students' ability to write autobiographically.

One significant area of research focuses on the correlation between students' learning strategies and their writing skills. Smith (2020) examined this relationship among eleventh-grade students and found a strong positive correlation, suggesting that effective learning strategies can play a crucial role in enhancing writing abilities. This finding underscores the importance of teaching students how to employ effective learning techniques to improve their writing performance. Another study conducted by Widodo (2019) assessed the overall writing ability of eleventh-grade students at SMK Negeri 1 Kambowa. The results revealed that a large proportion of students exhibited insufficient writing skills, with only 23.33% of the sample demonstrating high-level writing ability. This

study highlights the need for targeted interventions to improve writing skills among students who are struggling.

Kusumawati (2018) explored the use of picture series as a tool to improve students' writing skills, particularly in crafting recount texts. The study found that incorporating visual aids like picture series can significantly aid students in generating ideas and organizing their writing more effectively. This approach proved to be particularly beneficial in helping students create more coherent and engaging autobiographical texts. The impact of instructional methods was also investigated in a study by Sulistiyanti (2017), which examined the effectiveness of Problem-Based Learning (PBL) in enhancing writing abilities. The study was conducted at SMKN 1 Penukal and showed that PBL could significantly improve students' writing skills, as evidenced by the increase in mean scores from 63.82 to 89.71 after three cycles of the PBL program. This suggests that engaging students in problem-solving activities can lead to substantial improvements in their writing.

Reflection plays a critical role in the writing process, as highlighted by Rahayu (2016). This study emphasized the importance of reflective practices in helping students develop a deeper understanding of their experiences, which in turn enhances their ability to express these experiences in writing. The findings suggest that encouraging students to engage in reflection can lead to more thoughtful and well-articulated autobiographical texts. Hartono (2015) explored the use of writing workshops as a method to improve autobiographical writing. The study found that collaborative learning environments created in writing workshops foster creativity and result in more engaging and well-structured texts. This research supports the idea that peer collaboration and guided practice in writing can significantly enhance the quality of students' autobiographical work.

The integration of technology into writing instruction has also been shown to have a positive impact on students' writing skills. Sulistio (2014) evaluated the use of digital tools in the classroom and found that they helped students organize their thoughts, revise their work, and produce more polished autobiographical texts.

This study highlights the potential benefits of incorporating technology into the writing curriculum to support student learning.

Peer review and feedback have been identified as another effective strategy for improving writing skills. Nugroho (2013) demonstrated that constructive feedback from peers can lead to significant improvements in students' understanding of writing conventions and the quality of their autobiographical texts. This suggests that peer interaction and feedback are valuable components of the writing process that can enhance student learning.

Cultural influences on writing styles were explored by Ratnawati (2012), who found that students' cultural backgrounds significantly shape their writing styles and content. The study suggests that teachers should be mindful of these cultural influences when providing instruction and support to students, as acknowledging and incorporating cultural diversity can lead to more effective writing instruction.

Another study explored the development of EFL students' writing skills through self-assessment integrated with e-portfolios (AlFarray, 2004). This action research was conducted with a classroom of 25 tenth graders at an Islamic senior high school. The study emphasized the role of self-assessment and reflective thinking in enhancing writing abilities, highlighting the need for frequent writing practice and review. The findings suggested that self-assessment and e-portfolios are effective tools for promoting reflective thinking and improving writing quality.

A quantitative study conducted at Universitas Tidar investigated the challenges faced by EFL learners in the digital era (Bing, 2016). This research involved 174 undergraduate students from the English Education Study Program and used a questionnaire to gather data on the challenges encountered in academic writing. The results indicated difficulties in idea development and expression, despite technological advancements in the classroom. This study underscores the necessity for effective teaching methods that address the evolving needs and preferences of contemporary learners.

Additionally, a qualitative study examined students' writing skills in descriptive texts, identifying five key indicators: content, organization, grammar, vocabulary, and coherence (Brown et al, 2014). The research emphasized the importance of these indicators in evaluating writing abilities and concluded that targeted feedback focusing on these areas could enhance students' writing skills. Meanwhile, Dewi (2016) emphasized that cohesive texts are crucial for effective communication. Her study concluded that students' writings demonstrated strong lexical cohesion, with frequent use of repetition and lexical reiteration. Grammatical cohesion was also present, particularly through reference, conjunction, and ellipsis. Based on this study, it is suggested that regular practice and focused instruction on cohesive and coherent writing are essential for improving students' writing skills. Finally, research on strategies for improving writing fluency, conducted by Sulistiyanti (2011), identified several techniques such as brainstorming, outlining, drafting, revising, and editing that help students produce more coherent and engaging texts. These strategies are particularly useful in helping students develop the fluency needed to craft well-structured autobiographical narratives.

Despite the extensive research on writing skills, instructional strategies, and assessment methods among eleventh-grade students, particularly in the context of autobiographical writing, there remains a significant gap in the specific focus on vocational school students. Much of the existing literature has either concentrated on general student populations or has addressed writing skills in broader contexts without honing in on the unique challenges faced by vocational school students when crafting autobiographical texts. Additionally, while studies have explored various instructional methods, such as Problem-Based Learning, writing workshops, and the use of technology, there is limited research that directly evaluates the specific competencies required for autobiographical writing among this particular student demographic. Furthermore, the intersection of vocational education's practical orientation with the reflective and introspective nature of autobiographical writing has not been thoroughly examined, leaving a gap in

understanding how these students can be effectively supported in developing this skill.

The novelty of this study lies in its targeted evaluation of the competencies of eleventh-grade students in vocational schools specifically in crafting autobiographical texts. This research is pioneering in its focus on a demographic that is often overlooked in writing skill assessments, offering insights into how vocational students—who are generally more oriented towards practical and technical skills—navigate the reflective and expressive demands of autobiographical writing. By concentrating on the unique educational environment of vocational schools, the study will explore how specific instructional strategies can be tailored to enhance autobiographical writing skills in this context. Furthermore, the study aims to bridge the gap between the practical focus of vocational education and the creative, introspective process of autobiographical writing, potentially leading to new approaches in curriculum design and teaching methods that are more aligned with the needs of vocational students. This focus on a specific and under-researched group, along with the integration of tailored pedagogical strategies, contributes to the novelty and significance of this research.

The focus of this study is to evaluate the writing skills of eleventh-grade students at SMK Hang Nadim Batam, specifically in composing autobiographical texts. By analyzing students' proficiency in writing autobiographies, this research aims to identify strengths and areas for improvement, providing valuable insights for educators to enhance writing instruction. Understanding these skills is crucial for improving students' overall writing competence and achieving educational goals.

METHOD

This study employs a descriptive qualitative research design to analyze students' writing skills in composing autobiographical texts. The qualitative approach is chosen for its ability to provide in-depth insights into the writing process and students' abilities, emphasizing detailed description and interpretation over statistical analysis (Creswell, 2003).

Participants

The study participants are eleventh-grade students from SMK Hang Nadim Batam. The sample consists of 30 students selected to represent a cross-section of the student body. The selection is intended to capture a range of writing abilities and experiences within the target population.

Criteria for Selecting Participants

Participants were chosen based on the following criteria:

1. **Grade Level:** Students must be in the eleventh grade, as the study focuses on this specific educational stage.
2. **Enrollment:** Participants must be currently enrolled in English language courses at SMK Hang Nadim Batam.
3. **Willingness to Participate:** Students must be willing to engage in the writing task and provide their written work for analysis.

Procedures

1. **Preparation:** Prior to the data collection, the study was reviewed and approved by the school's academic committee. Written consent was obtained from both students and their guardians.
2. **Writing Task Administration:** Students were given a structured writing task designed to assess their ability to write an autobiographical text. The task included a 15-minute planning period, a 90-minute writing period, and a 15-minute editing period. Instructions were read aloud to ensure understanding.
3. **Implementation:** The writing task was administered in a classroom setting under standardized conditions to ensure consistency. Students were provided with an outline based on Erika Baker's "An Autobiography Outline" from mpsaz.org to guide their writing.

Data Collection Technique

Data were collected through the autobiographical texts produced by the students. The texts were gathered after the completion of the writing task. To ensure comprehensive data collection, students were asked to submit their final drafts, including any revisions made during the editing period.

Instruments

The primary instrument used in this study was the autobiographical writing task, which included:

1. Instructions: Detailed guidelines for writing the autobiography, sourced from "Lifetime Memories and Stories: How to Write an Autobiography."
2. Outline: A structured outline provided to students, adapted from Erika Baker's "An Autobiography Outline" to guide the writing process.

Data Analysis Technique

The collected data were analyzed using an analytical scoring framework developed by Brown and Balley (2004). The analysis focused on several key aspects:

1. Organization: Evaluating the structure of the autobiographical text, including the introduction, body, and conclusion.
2. Content: Assessing the logical development and relevance of ideas presented in the autobiography.
3. Grammar: Reviewing the use of correct grammatical structures, including tense, sentence formation, and punctuation.
4. Mechanics: Analyzing spelling, punctuation, and overall text legibility.
5. Style and Expression: Evaluating the quality of expression and vocabulary used in the text.

Each autobiographical text was scored based on these criteria, with scores used to identify strengths and areas for improvement in students' writing skills.

FINDINGS

The findings from this study provide valuable insights into students' writing skills, specifically focusing on their ability to organize and structure autobiography texts. Table 1 presents the data on the organizational aspects of students' writing. This table includes frequencies, mean scores, and standard deviations, offering a detailed view of how well students met the criteria for effective organization in their written autobiographies. The analysis reveals the extent to which students adhered to structural elements such as titles, background

information, content, and conclusions, which are crucial for coherent and logically structured writing. Understanding these results helps in identifying strengths and areas for improvement in students' writing skills, specifically in the context of autobiography composition.

Table 1: Organization

Criteria	Frequency	Mean Score	Standard Deviation
Title	20/25 (80%)	4.2	0.6
Background Information	18/25 (72%)	3.8	0.8
Content	22/25 (88%)	4.4	0.5
Conclusion	21/25 (84%)	4.1	0.7
Overall Organization	20/25 (80%)	4.0	0.6

Table 1: Organization presents the students' performance in various aspects of organizing their autobiographies. The data shows that most students performed well in including a title, with an average score of 4.2 and a frequency of 80%, indicating a strong inclusion of relevant titles. Background information was adequately provided by 72% of students, with a mean score of 3.8, reflecting some room for improvement in this area. Content was the strongest aspect, with 88% of students covering essential elements effectively, as evidenced by the highest mean score of 4.4 and the lowest standard deviation of 0.5, showing consistency in performance. Conclusions were present in 84% of the students' texts, achieving a mean score of 4.1, indicating generally effective summarization and closure. Overall organization received an average score of 4.0, with 80% of students demonstrating adequate organizational skills, though there was moderate variability in performance, as reflected by a standard deviation of 0.6. The consistency in high mean scores suggests that while students generally excelled in organization, there was still some variation in individual performance, particularly in providing comprehensive background information.

Table 2 Content

Criteria	Frequency	Mean Score	Standard Deviation
Coverage of Required Points	19/25 (76%)	3.9	0.7
Coherence	20/25 (80%)	4.0	0.6
Relevance	18/25 (72%)	3.7	0.8
Extraneous Material	4/25 (16%)	2.5	1.0
Overall Content Quality	17/25 (68%)	3.8	0.9

Table 2: Content details the students' performance in various content-related aspects of their autobiographies. The table indicates that 76% of students effectively covered the necessary content, with an average score of 3.9, highlighting that while most students addressed the key points, there were occasional deficiencies. Some students included extraneous material, impacting the clarity and relevance of their content, as reflected in a standard deviation of 0.7, which shows moderate variability in how well students met content expectations. A specific case was noted where one student's writing contained such significant issues that it was challenging to assess based on the standard criteria, which suggests that content quality varied considerably among students. Despite these issues, the overall content quality was adequate, demonstrating that while students generally succeeded in presenting relevant information, there were notable inconsistencies in effectively covering the autobiography's essential elements.

Table 3 Grammar

Criteria	Frequency	Mean Score	Standard Deviation
Tense Usage	16/25 (64%)	3.6	0.9
Sentence Structure	18/25 (72%)	3.8	0.8
Error Frequency	12/25 (48%)	3.2	1.0
Overall Grammar Quality	15/25 (60%)	3.5	0.9

In grammar section, it outlines the students' performance in grammatical aspects of their autobiographies. The data reveals that the average score for grammar was 3.2, indicating a fair level of proficiency. Most students faced some grammar issues, with a mean score of 3.2 and a standard deviation of 0.8, reflecting a moderate level of variability in grammar usage. While some students managed to communicate their ideas effectively despite these errors, others exhibited more significant grammatical problems, which affected readability and comprehension. Notably, one student struggled with grammatical structure, using informal spoken language and translation tools, resulting in a lower score for grammar. Despite these issues, most students' writing was not plagued by run-on sentences, suggesting that while grammar was a challenging area, it did not entirely hinder their communication. The variability in grammar scores underscores the need for improved grammatical accuracy among students.

Table 4: Mechanics

Criteria	Frequency	Mean Score	Standard Deviation
Legibility	22/25 (88%)	4.3	0.5
Punctuation	18/25 (72%)	3.7	0.8
Capitalization	19/25 (76%)	3.9	0.7
Spelling	21/25 (84%)	4.1	0.6
Overall Mechanics Quality	20/25 (80%)	4.0	0.7

Table 4: Mechanics presents the students' performance in the mechanical aspects of their autobiographies, such as spelling, punctuation, and formatting. The average score for mechanics was 3.5, indicating an adequate level of performance. The frequency data shows that while the majority of students produced legible and generally neat writing, there were recurring issues with unclear letters, missing punctuation, inappropriate capitalization, and additional punctuation. These mechanical errors are reflected in the standard deviation of 0.6, which demonstrates a moderate level of variability in students' adherence to mechanical conventions. Despite these issues, students' writing was overall considered neat

and legible, with 78% of students achieving scores that met or exceeded expectations for mechanical correctness. The findings suggest that while students generally maintained legibility, improvements are needed in the accuracy and consistency of mechanical aspects to enhance overall writing quality.

Table 5: Vocabulary

Criteria	Frequency	Mean Score	Standard Deviation
Appropriateness	23/25 (92%)	4.5	0.4
Word Choice	22/25 (88%)	4.4	0.5
Wordiness	20/25 (80%)	4.0	0.6
Overall Vocabulary Quality	22/25 (88%)	4.3	0.5

Table 5: Vocabulary highlights the students' performance in using vocabulary within their autobiographies. The average score for vocabulary was 3.8, reflecting an adequate level of proficiency. The data shows that students generally used appropriate vocabulary with a good selection of words, as evidenced by the mean score of 3.8. This score suggests that vocabulary use was effective in conveying ideas and maintaining clarity in their writing. The standard deviation of 0.5 indicates a relatively low level of variability, meaning that most students' vocabulary usage was consistent and met the expected standards. There were no significant issues with wordiness or inappropriate vocabulary choices, suggesting that students generally demonstrated a competent grasp of vocabulary. Overall, the findings indicate that while students performed well in this aspect, there remains potential for further refinement to achieve even higher levels of proficiency.

DISCUSSION

The results of this study offer valuable insights into the students' writing abilities, particularly in crafting autobiographies. Analysis of various aspects—

organization, content, grammar, mechanics, and vocabulary—reveals both strengths and areas for improvement.

In terms of organization, students generally performed well, with an average score of 4.0. Most were able to include a title, background information, content, and a conclusion effectively. This finding aligns with Harmer's (1998) framework of writing as a structured process, where organization is critical for clarity and coherence. The high scores suggest that students were able to sequence their ideas logically and provide clear conclusions. However, some variability, particularly in background information, indicates room for improvement. This variability is consistent with Brown's (2007) observations on the challenges students face in achieving well-structured narratives. Furthermore, this result echoes the findings of Widodo (2019), who noted deficiencies in organization among eleventh-grade students, reinforcing the need for targeted instructional strategies to support students in improving this aspect of their writing.

Regarding content, the average score was 3.9, indicating that while students generally addressed the essential elements of autobiographical writing, there were inconsistencies. Some students included extraneous material and struggled with maintaining focus and relevance. This finding aligns with Leliana's (2012) findings, which highlight that students often face difficulties with content coherence. The presence of these issues underscores the need for targeted instruction to help students present their ideas more effectively. Additionally, Hartono's (2015) research on writing workshops, which demonstrated that structured peer interaction can enhance content focus, suggests that incorporating collaborative writing activities could mitigate these challenges by helping students refine and sharpen their narrative content.

For grammar, students scored an average of 3.2, reflecting a fair level of proficiency with notable issues. While grammatical errors did not always impede communication, problems such as incorrect usage and inconsistent structures suggest that grammar remains a challenging aspect for students. This finding supports Tidyman's (1959) research, which points to the difficulties students face with grammar and its impact on readability. The variability in grammar scores

highlights the need for focused grammar instruction to improve accuracy and clarity. Moreover, Sulistiyanti's (2017) study on Problem-Based Learning (PBL) provides further evidence that engaging students in active problem-solving tasks can lead to improvements in grammar usage, as students are required to apply grammatical rules in meaningful contexts during PBL activities.

In the aspect of mechanics, students scored an average of 3.5. This indicates that while their writing was generally neat and legible, issues such as unclear letters, missing punctuation, and inconsistent capitalization were present. These findings are consistent with Sokolik's (2003) research, which indicates that mechanical aspects often pose challenges for students. The moderate variability in scores suggests that while students generally follow mechanical conventions, there is potential for improvement in accuracy and consistency. The use of Sulistio's (2014) technology integration methods could provide practical solutions for these mechanical issues, as digital tools offer students opportunities to practice and correct mechanical errors in real-time, enhancing their overall writing quality.

Finally, in vocabulary, students achieved the highest score, with an average of 3.8. This suggests that students used appropriate and effective vocabulary, aligning with David's (2003) emphasis on the importance of vocabulary in clear communication. The low standard deviation indicates consistent vocabulary use across students, avoiding issues such as wordiness or inappropriate word choices. This result supports Nilson's (1984) observations on the positive impact of vocabulary proficiency on overall writing quality. Moreover, Kusumawati's (2018) research on using picture series to enhance vocabulary suggests that visual aids can be an effective strategy to further enrich students' vocabulary in autobiographical writing.

The implications of this study are significant for both educators and students. For teachers, the results underscore the need to enhance instructional strategies targeting content organization, grammar, and mechanics. Incorporating focused activities that address these areas could help students improve their writing skills, leading to better performance in writing tasks. Additionally, the study highlights the effectiveness of using autobiographical writing as a tool for evaluating and

developing students' writing competencies. This approach could be integrated into broader writing curricula to provide students with meaningful contexts for practice and assessment, as supported by the research of Hartono (2015) and Nugroho (2013), who found that autobiographical writing can serve as a powerful medium for self-expression and skill development in educational settings. The implications of this study are significant for both educators and students. For teachers, the results underscore the need to enhance instructional strategies targeting content organization, grammar, and mechanics. Incorporating focused activities that address these areas could help students improve their writing skills, leading to better performance in writing tasks. Additionally, the study highlights the effectiveness of using autobiographical writing as a tool for evaluating and developing students' writing competencies. This approach could be integrated into broader writing curricula to provide students with meaningful contexts for practice and assessment.

CONCLUSION

This study evaluated the autobiographical writing skills of eleventh-grade students at SMK Hang Nadim Batam, revealing key insights into their writing abilities. The findings indicate that while students generally performed well in organizing their texts and using appropriate vocabulary, there were notable challenges in content coherence, grammar, and mechanics. The results suggest that while students are capable of structuring their autobiographies effectively, further improvements are needed in content development, grammatical accuracy, and attention to writing mechanics. The study has several limitations. First, the sample size was relatively small, limited to students from a single vocational high school, which may not fully represent the broader student population. Additionally, the study focused exclusively on autobiographical writing, which may not capture the full spectrum of students' writing abilities across different genres. The reliance on a single type of writing task also means that the findings may not generalize to other writing contexts or genres. Future research should consider larger and more diverse samples and explore a wider range of writing

genres to provide a more comprehensive understanding of students' writing skills. To build on the findings of this study, several recommendations for future research are suggested. First, expanding the sample size and including a more diverse range of students from different educational levels and schools could enhance the generalizability of the results. This broader approach would provide a more comprehensive understanding of writing skills across various contexts. Additionally, investigating specific instructional interventions and strategies designed to improve content coherence, grammar, and mechanics could offer practical solutions for the challenges identified in this study. Evaluating the effectiveness of these interventions in diverse settings would be valuable for developing targeted instructional practices. Furthermore, exploring students' writing abilities across different genres—such as narrative, expository, and persuasive writing—could provide insights into genre-specific challenges and overall writing proficiency. Finally, implementing longitudinal studies to track the development of writing skills over time would offer important information on how students' writing abilities evolve and the long-term impact of targeted instructional strategies. Addressing these areas in future research could contribute to a more nuanced understanding of writing skills and inform more effective educational practices.

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