

## **The Effectiveness of The Academic Writing Course on The Writing Techniques of English Language Education Students**

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### **Abstract**

*This study examines the effectiveness of the Academic Writing course in enhancing the writing skills of third-semester university students. The research specifically investigates improvements in technical writing aspects such as punctuation, capitalization, grammar, vocabulary, and the construction of coherent and logically structured paragraphs. Employing a qualitative descriptive approach, data were collected through questionnaire, analysis of students' written assignments. The findings demonstrate that the Academic Writing course significantly contributes to the improvement of students' writing proficiency, notably in accuracy and adherence to academic writing conventions. Students displayed increased awareness and consistent application of proper writing techniques, resulting in more structured and clear academic texts. The study recommends incorporating more interactive and context-based teaching strategies to further enhance student engagement and writing outcomes. These findings underscore the importance of Academic Writing courses as a foundational component in undergraduate curricula to prepare students for academic and professional success.*

**Keywords:** *Academic Writing Course, Technique Writing, 3<sup>rd</sup> English Education Students*

### **1. Introduction**

Writing skill is one of the most important language skill in education, with it students can express their ideas and information in writing coherently, clearly, and logically. (Permana and Indihadi, 2018: 23) argue that writing activities can explore thoughts and feeling about something and choose topics that you want to write about readers can easily understand the writing. Writing is not just a matter of arranging words into sentences, but also about how a person organizes his thoughts, conveys ideas clearly, and can communicate message to the readers. Writing is the primary means of thinking, learning, and communicating ideas effectively.

On the other hand, writing can also develops critical thinking and creativity skills. Having writing skills also has many benefits: 1) Writing can recognize the ability and potential of oneself and know to what extent the ability of which is owned, 2) writing can develop various ideas, 3) writing more absorb, search, and master information related to the topic being written. Writing is a complex discovery process and allows one to learn to manage time. Writing is a reflection in a person who grows through a process. Someone who can write well of course, has gone through various continuous exercise. With continuous practice coupled with a person passion for writing will have implications for the results of his writing (Sobari, 2015: 4).

Every students must has this skills, because it is not only an academic activity, but also an important in building a structured, logical, and critical mindset. Through writing activities, students learn to express their ideas, feelings, and knowledge in a clear and systematic form. On the other hand, learning writing skills is often a challenge for many people, especially for students who are just starting to develop this ability. Writing is not just a matter of putting words into sentences, but also about how to organize ideas logically, choose the right words, use grammar correctly, punctuation, and others. Because of the many aspects that must be considered simultaneously, the process of learning to write often makes students feel confusion, frustration, or even loss of motivation.

According to (Graham, 2015: 34), one of the main causes of difficulties in learning to write is writing demands higher-order thinking, such as the ability to plan, organize, and evaluate one's own ideas. In addition, each type of writing, such as essays, reports, or stories, has its own rules and styles that must be understood, which further adds to the challenge for writers. (Kellogg and Whiteford, 2018: 42) point out that the writing process requires repeated practice and gradual learning, as these skills grow slowly with experience, guidance, and reflection on mistakes.

Academic writing is a course in English Students Department in 3<sup>rd</sup> semester that they must take it. In Academic writing course, students learn how a formal style of writing used in Universities and Scholarly publications. Write a formal and Objective, clear and concise, logical and structured, accurate, and specific it is a characteristic of Academic Writing. Common types of Academic Writing is: 1) essay, present arguments and analysis on a specific topic, 2) research papers, involve original research and analysis, often including an introduction, methodology, result, and discussion section, 3) literature reviews, summarize and critically analyze existing research on particular topic, 4) dissertations and thesis, 5) book reviews, evaluate and critically analyze book, 6) conference abstracts. Example of Academic writing is journal articles, book chapters, academic reports, academic presentations, academic thesis, academic dissertations, and so on (Hidayati, 2018: 103).

On the other hand, students in 3<sup>rd</sup> semester has difficult when write, especially in academic writing. Most of them did not know how to write academic writing in good way. It is a problem in academic, and academic writing course is a solution help the students to know how to write academic writing such as journal article, dissertation, academic reports, and so on. According to (Putri & Wahyuni, 2020: 14), students who are accustomed to being trained to write with a communicative and contextual approach show a significant improvement in the quality of writing, because they not only imitate the form of the text, but also understand the communicative function of the writing.

According to (Dalman, 2015: 20), writing ability includes five main poin components, namely: 1) Content, is the most essential component in a piece of writing. The content reflects the extent to which the writer can express ideas clearly, originally, and relevant to the topic discussed. Good writing must have a main idea and supporting ideas that are developed logically and in depth. the content component shows the extent to which the writer masters the topic and is able to convey meaningful and useful information to the reader. Clarity, depth of analysis, and richness of information determine the quality of writing content. 2) Organization, is relates to how ideas are arranged systematically and coherently in structured paragraphs. Good writing has an introduction, body, and conclusion that are logically connected. Coherence between paragraphs and cohesion between sentences are an important part of this aspect. Emphasizes the importance of using cohesive devices and logical structures so that readers can follow the flow of writing easily. Without good organization, readers will find it difficult to understand the author's intentions despite the rich content of the writing. 3) Vocabulary, a wide and precise vocabulary will enrich writing and make it easier for writers to express ideas accurately and variedly. The vocabulary used should be appropriate to the context, not repetitive, and avoid ambiguous or non-standard diction. According to Nation (2013), the variety of vocabulary shows the writer's level of language proficiency and affects the attractiveness and clarity of the writing. Appropriate word choice also supports the effectiveness of written communication. 4) Grammar, the use of proper language structure is very important in writing. Grammar includes the use of correct sentences, subject-predicate-object structure, use of time, pronouns, conjunctions, and so on. Grammatical errors not only interfere with the reader's understanding, but can also cause ambiguity or misunderstanding of meaning. In linguistic studies, grammar is one of the main indicators of formal writing skills. Therefore, mastery of grammar must be trained intensively in learning to write. 5) Mechanics include technical rules in writing such as spelling, punctuation, capitalization, and paragraph writing. This aspect is often considered trivial but greatly affects the readability and professional impression of a piece of writing. Repeated mechanical errors can make writing difficult to understand or look messy. In the academic and professional world, mechanics are an important benchmark in assessing the formality and seriousness of the writer towards his work.

Based on problems that have describe above, the researcher interested in studying with tittle “The effectiveness of the Academic Writing course on the writing techniques of English Language Education students”. Purpose of this research is to know the effectiveness Academic Writing course to students, especially in 3<sup>rd</sup> semester of English Education Students in writing Academic.

## **2. Method**

This research was conducted using qualitative method, based on (Sugiyono, 2013: 35) qualitative method is method for describing, examining and understanding the significance that various people or groups of people attribute to a social humanitarian problem. Important efforts are made during the qualitative method, such as developing questions and procedurs, get specifict data from students, inductively analyzing data from specific themes to specific themes public and maintaining the confidentially of meaning data (Sugiyono, 2015: 30).

Research subject of this research is the student's 3<sup>rd</sup> semester in English Education program study University of Muhammadiyah Luwuk, who take Academic Writing course. They help the research get the data. On the other hand, the instrument of this research is by questionnaire and their work sheet. There are 30 students from class A and B.

Data analysis technique is a process of processing data into new information. This process is carried out with the aim that the data obtained becomes easier to understand and useful as a source of research information. According to Miles and Huberman in (Murdiyanto, 2020: 34), there are three activities to analyse data in qualitative research: 1) Data reduction, is the process of selecting, focusing, and d remodeling the data. The researcher selects the data that contains interview and analyzed to see the important data. 2) Data display, provides an organized, arrange and assembly information that permits for conclusion. 3) Conclusion, researcher drawing conclusion and verifying result.

### 3. Result and Discussion

The data collected in this research were collected from the students 3<sup>rd</sup> semester in English Education program study who take Academic Writing course. There are 30 students from class A and B. First, the researcher presented the data from questionnaire:

#### Question 1:

Based on the given questionnaire, which states "Writing is an enjoyable activity", the data reveals the following responses:

Table 1. Data by question 1

Responses	Percent
Students strongly disagree with the statement	0%
Students disagree with the statement	6,5%
Students agree with the statement	16,6%
Students strongly disagree with the statement	77%

Based on the data, it suggests that majority of the students stated writing is an enjoyable activity. There are 77% of the students strongly agree that writing is enjoyable activity, indicating a high of level of positive perception. Additionally, 16,6 % of the students agree with the statement, this indicated that a significant portion of the students find writing to be enjoyable activity. There are also a small percentage of students, specifically 5,5% expressed disagreement with the statement. However, the overall majority of students either agree or strongly agree, indicating a positive attitude toward doing writing activity. This interpretation suggest that based on the data collected, a significant portion of the student population states the process of writing is enjoyable activity.

#### Question 2:

Based on the second question which states "I think writing academic is difficult for me", the data reveals the following responses:

Table 2. Data by question 2

Responses	Percent
Students strongly disagree with the statement	38,8%
Students disagree with the statement	11,11%
Students agree with the statement	27,7%
Students strongly disagree with the statement	22,2%

The data suggest that a large proportion of the students 38,8% strongly disagree that the writing academic is difficult for them. Additionally, 11,11% of the students disagree with the statements, indicating a lower level of difficulty. On the other hand, 27,7% of the students agree that writing academic is difficult for them, while 22,2% strongly agree with this statement. This interpretation suggest that while a significant number of participants do not think the writing academic challenging, but there is still a small group perceives writing academic is difficult.

### Question 3:

Based on the data provided for the three question, which states “I have more knowing about the technique of writing academic after taking academic writing course in 3<sup>rd</sup> semester”, the following responses were collected:

Table 3. Data by question 3

<b>Responses</b>	<b>Percent</b>
Students strongly disagree	16,6%
Students disagree	11,11%
Students agree	55,5%
Students strongly agree	16,6%

The data suggest that a majority of the students, 55,5% agree that they have more knowing the technique of writing academic after taking academic writing course in 3<sup>rd</sup> semester. Additionally, 16,6% of the students strongly agree with this statement. However, it is important to note that there is 16,6%, express disagreement with the statement, while 11.11% of the participants disagree.

This interpretation indicates that a large proportion of the students perceive that their writing skill has improved as a result of learning the technique of writing in academic writing course. The combined percentage of students who agree or strongly agree suggest a positive impact on writing. However, the students who disagree or strongly disagree highlights a different experiences and perceptions about the effectiveness of the take academic writing course in improving writing skill.

### Question 4:

Based on the four question, which states “Writing Academic course is helpful for learning the techniques of writing”, the data reveals the following responses:

Table 5. Data by question 5

<b>Responses</b>	<b>Percent</b>
Students strongly disagree	0%
Students disagree	5,5%
Students agree	38,8%
Students strongly agree	55,5%

The data indicates that a majority of the students 55,5% strongly agree that the writing academic course is helpful for learning the technique of writing. Additionally, 38,8% of the students agree with the statement. There is a small percentage of students, specifically 5,5% express disagree with the statement, while no students strongly disagree. This interpretation suggest that the majority of the students perceive the academic writing course as a valuable course for learning the technique of writing. The high percentage of students who strongly agree indicates a strong statement about the helpfulness of the academic writing course in improving their skill technique of writing.

#### Question 5:

Based on the data provided for the five question, which states “I can make better in writing academic after take academic writing course in 3<sup>rd</sup> semester”, the following responses were collected:

Table 4. Data by question 4

Responses	Percent
Students strongly disagree	5,5%
Students disagree	33,3%
Students agree	38,8%
Students strongly agree	22,2%

The data suggest that 38,8% agree that they are able to make better when writing academic after take academic writing course in 3<sup>rd</sup> semester. Additionally, 22,2% of the students strongly agree with this statement. However, it is important note that a percentage of participants, specifically 33,3% disagree with the statement, while 5,5% of the participants strongly disagree. This interpretation suggest that large of students improvement in their technique of writing academic after take academic writing course in 3<sup>rd</sup> semester, but there is also a group that disagree or strongly disagree highlights the different of experiences and perspectives about the impact of the academic writing course on technique of writing academic.

Furthermore, after collecting data from the questionnaire, the researcher also using work sheet from the students who take academic writing course in 3<sup>rd</sup> semester. The work sheet such as essay and journal. From the work sheet, the researcher got some data that most of the work sheet from students in first meeting has many errors, such as error in using vocabulary, grammar, punctuation, using capital letters, and so on. From 30 students in class A and B, there are 66,67% or 20 students has many errors in their draft of writing academic. It is normal, because as we know a new students in 3<sup>rd</sup> semester still has little knowledge about writing academic technique. Writing need some process of thinking. By knowing the process, students can develop their ability to create a good academic writing text. (Brown, 2004: 335), states the nature for composing process of writing which as the products of writing is the result of thinking, drafting and revising procedures that requires specialized skills. On the other hand, according, when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent options, something that many.

Then, the researcher also using the work sheet from class A and B from final exam, and find some data to analyze. Work sheet from final exam more improve in their technique of writing. From 30 students in class A and B, there are around 90% or 27 students who has a good academic writing, such as there is no more error in using vocabulary, punctuation, using capital letters and so on. It is because when in academic writing course, the students are provided with a variety of materials on academic writing technique. Not only theory, but also practice to writing academic, such as essay and journal.

#### **4. Conclusion and suggestion**

The research shows that, the Academic Writing course has proven to have a significant positive impact on improving the writing skills of third-semester students. Students have shown progress in various technical aspects of writing, such as proper punctuation, correct use of capitalization, understanding of grammar, and vocabulary enrichment. Through a combination of theoretical materials and consistent writing practice, students have become more proficient in constructing effective, logical sentences that align with academic writing standards.

In addition, with guided practice and feedback from lecturers, students have also improved in paragraph structure, sentence cohesion, and the ability to express ideas systematically. Their awareness of the importance of consistency in writing style and language accuracy has also increased. Therefore, this course not only helps students enhance their technical writing abilities but also fosters critical and organized thinking, which is essential in both academic and professional contexts.

Based on the findings of this study, it is recommended that the *Academic Writing* course be maintained and further developed as an essential part of the curriculum, especially for early-semester

students. Instruction on technical aspects of writing—such as punctuation, capitalization, grammar, and vocabulary development should be strengthened through more contextual and subject-relevant writing exercises. In addition, instructors are encouraged to provide more in-depth and continuous feedback on students' written work to enhance the effectiveness of the learning process. The use of interactive learning media and supportive technology may also serve as valuable tools to increase students' interest and understanding in writing. Further research is also recommended to evaluate the long-term impact of this course on students' academic writing skills at more advanced levels.

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