

AUTHENTIC-BASED ASSESSMENT IN ENGLISH LANGUAGE LEARNING: A STUDY ON NON-ENGLISH MAJOR STUDENTS' DESCRIPTIONS OF DAILY ACTIVITIES

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ABSTRACT

This study investigates the quality of language use among non-English major students in Indonesia through authentic assessment of English language learning. Five students from diverse majors were selected as subjects, and their written descriptions of daily activities during the holiday were analyzed. The assessment criteria included grammar and syntax, vocabulary, clarity and precision, organization and cohesion, conventions and mechanics, audience and purpose alignment, as well as creativity and style. Data analysis followed the framework proposed by Miles and Huberman, involving data collection, sorting, coding, pattern identification, interpretation, and verification. The findings revealed varied levels of language proficiency among the students. Some essays exhibited accurate grammar and sentence structure, while others contained recurring errors, particularly in subject-verb agreement and sentence construction. Vocabulary usage ranged from adequate to descriptive, though specific essays required more precise word choices. Clarity and precision were generally observed, though transitions between paragraphs often needed improvement. Organization and cohesion were inconsistent, with some essays lacking clear structure and logical flow. While most students adhered to writing conventions, minor errors in spelling and punctuation were noted. Audience and purpose alignment were generally effective, and creativity was evident, although some essays displayed underdeveloped stylistic expression. Overall, this research offers valuable insights into the language proficiency of non-English major students and provides recommendations for improving writing skills through authentic assessment methods. Future studies could focus on implementing the feedback from these assessments to enhance the quality of students' written descriptions.

Key Words: authentic, assessment, description text, writing, EFL

ABSTRAK

Penelitian ini menyelidiki kualitas penggunaan bahasa di kalangan mahasiswa non-jurusan bahasa Inggris di Indonesia melalui penilaian autentik pembelajaran bahasa Inggris. Lima mahasiswa dari berbagai jurusan dipilih sebagai subjek, dan deskripsi tertulis mereka tentang aktivitas sehari-hari selama liburan dianalisis. Kriteria penilaian meliputi tata bahasa dan sintaksis, kosakata, kejelasan dan ketepatan, organisasi dan kohesi, konvensi dan mekanika, kesesuaian audiens dan tujuan, serta kreativitas dan gaya. Analisis data mengikuti kerangka yang diusulkan oleh Miles dan Huberman, yang mencakup pengumpulan data, pengelompokan, pengkodean, identifikasi pola, interpretasi, dan verifikasi. Hasil penelitian menunjukkan tingkat kemampuan bahasa yang bervariasi di antara mahasiswa. Beberapa esai menunjukkan tata bahasa dan struktur kalimat yang akurat, sementara yang lain mengandung kesalahan berulang, terutama dalam kesesuaian subjek-kata kerja dan konstruksi kalimat. Penggunaan kosakata berkisar dari cukup hingga deskriptif, meskipun beberapa esai membutuhkan pilihan kata yang lebih tepat. Kejelasan dan ketepatan umumnya terpantau, meskipun transisi antarparagraf sering membutuhkan perbaikan. Organisasi dan kohesi tidak konsisten, dengan beberapa esai kurang memiliki struktur yang jelas dan alur logis. Sementara sebagian besar mahasiswa mematuhi konvensi penulisan, terdapat kesalahan kecil dalam ejaan dan tanda baca. Kesesuaian audiens dan tujuan umumnya efektif, dan kreativitas terlihat, meskipun beberapa esai menunjukkan ekspresi gaya yang kurang berkembang. Secara keseluruhan, penelitian ini memberikan wawasan berharga tentang kemampuan bahasa mahasiswa non-jurusan bahasa Inggris dan menawarkan rekomendasi untuk meningkatkan

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keterampilan menulis melalui metode penilaian autentik. Penelitian selanjutnya dapat berfokus pada implementasi umpan balik dari penilaian ini untuk meningkatkan kualitas deskripsi tertulis mahasiswa.

Kata Kunci: asesmen, autentik, teks deskripsi, menulis, EFL

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INTRODUCTION

Implementing authentic assessments in English Language Learning is considerably difficult in this day and age, particularly in regard to making certain that assessments are a true reflection of what learners can do in the outside world. Earlier studies have indicated that traditional assessments are confined to the cognitive domain and fail to consider the context of communication and problem-solving (Bagnato et al., 2011). Nonetheless, many teachers find it hard to use of authentic assessment today because of lack of relevant resources, time and training (Bayley, 2023a) This leads to the focus on tests of English which are more likely not to measure functional English proficiency of the learners. Hence, more work needs to be done in formulating assessment strategies which are consistent with the context of 21st century education in so far as learners' performance is holistically evaluated.

English language lessons in Indonesia start from elementary school to university level, yet problems persist, especially in writing skills (Fernandes, Willison, and Boyle 2024). Students often face several challenges in writing descriptions of daily activities in English language learning. One of them is a lack of understanding of vocabulary and sentence structures to express their activities clearly and in detail (Xu & Casal, 2023). Additionally, they may encounter difficulties in understanding language conventions, such as appropriate tense usage, idioms or common phrases, and politeness in writing (Pearson, 2022). Lack of exposure to authentic communicative contexts can also be a barrier, as they may be less trained in composing sentences that accurately reflect everyday situations (Carrió-Pastor, 2021). Furthermore, uncertainty in organizing information logically and cohesively is often a problem, resulting in their writing feeling unstructured and difficult to understand (Luo, Zou, and Kohnke, 2024; Sanchez & Rodrigues, 2024). Therefore, understanding these issues is important to examine, such as analyzing the assessments provided to reveal weaknesses faced by students.

Research on assessing students' writing outcomes in English holds significant importance in curriculum development and language learning improvement (Argondizzo, Marcella, and Sasso 2020). This aspect needs to be researched because writing is a crucial skill in language proficiency, requiring a deep understanding of grammar, sentence structure, vocabulary, and the ability to organize and express ideas clearly and effectively (Orfan, Noori, and Akramy 2021). Through the level of assessment of students' writing outcomes, it is possible to gauge the success of the teaching methods applied indicate areas that require enhancement and formulate reasonable policies aimed at the improvement of students' writing skills (Cottrell, 2018). Furthermore, studies in this area are also significant in the formulation of credible methods and tools for the evaluation of students' achievements in an unbiased way. Consequently, the assessment of writing outcomes in English by students not only helps the enhance quality of language learning but also helps understand more of the writing acquisition process and the elements around which students' writing proficiency evolves (Muhsin et al., 2024).

Authentic assessment is a highly suitable approach to assess the writing abilities of non-English major students in English language learning (Akib & Muhsin, 2020). This approach enables a deeper and more contextual evaluation of students' writing skills by using real-life situations as a basis. For non-English major students, authentic assessment provides opportunities to express themselves in contexts they are familiar with and understand well, such as daily activities or personal experiences. Thus, authentic assessment helps minimize barriers that may arise due to their lack of fluency in English, as they can draw upon their existing knowledge and experiences as inspiration for writing (Jurkovič, 2022). Furthermore, authentic assessment also reflects the purpose of language use in everyday life, thus providing a more accurate picture of students' communicative abilities beyond academic environments (Ravi, 2023). Therefore, the use of authentic assessment in assessing the

writing abilities of non-English major students not only provides more relevant and meaningful evaluations but also stimulates their motivation and interest in learning English overall (Bayley, 2023b).

Previous research on authentic assessment in English writing learning for non-English major students has provided valuable insights into the effectiveness of this evaluation method. One previous study conducted integrated, authentic assessment approaches with technology through the use of students' personal blogs as a platform for writing and sharing everyday experiences in English (Linnell et al., 2015). The research findings indicated that students felt more engaged and motivated in writing when provided with contexts relevant to real life. Another study examined the use of portfolios as a form of authentic assessment in English writing learning for non-English major students (Ajjawi et al., 2020). They found that portfolios provided a more comprehensive overview of students' writing abilities. They included various types of writing, such as essays, letters, and diary entries, reflecting communication needs in everyday life. A study explored the use of collaborative writing activities as a form of authentic assessment in the context of English language classes for non-English major students (Zheng, Yu, and Lee 2021). The research results showed that collaborative writing activities not only improved students' writing skills but also promoted cooperation and social interaction among students.

Furthermore, a study focused on using problem-based project assignments as a form of authentic assessment in English writing learning for non-English major students (Karan & Brown, 2022). These assignments involved students in field research and writing reports reflecting real challenges in society. The research findings showed that problem-based project assignments significantly improved students' writing skills and expanded their understanding of English in practical contexts.

The main difference between these studies and previous research is their focus on the application of authentic assessment in the context of English writing learning for non-English major students in Indonesia. This research emphasizes the use of evaluation methods relevant to students' real-life situations and strengthens communicative aspects in English learning.

The purpose of this research is to establish how authentic assessment approaches impact the engagement of non-English major students in English language writing. While exploring the daily lives and activities of learners, their written descriptions are utilized to linguistically evaluate students regarding honest communication. The outcomes of the study will help further enhance the knowledge base regarding the efficacy of authentic assessment practices that seek to address the English language needs of non-English major learners.

METHODS

Research design

This research adopts a qualitative approach that allows for a deep understanding of the outcomes of authentic assessment analysis in English language learning. This research adopts a qualitative approach as it is deemed appropriate to address the research questions and objectives, which aim to explore the outcomes of authentic assessment in English language learning. The qualitative approach enables a comprehensive understanding of the subject matter in its contextual setting. Additionally, the analysis framework of Miles and Huberman is employed to guide the systematic examination of qualitative data (Matthew B. Miles, A. Michael Huberman 2014). This research also involves systematic analysis, including data reduction, presentation, and conclusion drawing, which is highly relevant for evaluating the effectiveness of authentic assessment methods in improving students' writing skills.

Research site and participants

The object of this research is non-English major students at a university in Makassar, Indonesia. Five individuals from different majors have been selected as subjects. The sample selection was conducted using a purposive sampling method, where the researcher intentionally selected five students based on relevance criteria for the study. The primary criterion was non-English major

students who are participating in English language learning. The research sample comes from five different study programs, providing a diverse perspective on student engagement and writing skills in English language learning. This variation in study programs is expected to enrich the findings related to the influence of authentic assessment methods across different disciplines.

Data collection and analysis

The data collection techniques involve observing the students' writing processes and analyzing documents containing their written daily activity descriptions. The aspects of data to be collected include the quality of language use. Further elaboration is as follows:

Table 1 Criteria for Evaluating Writing Competence

Substance of Assessment	Indicators	Explanation
Linguistic Competence	Grammar and Syntax	The accuracy and complexity of grammatical structures and sentence patterns used in the text. This includes proper usage of verb tenses, subject-verb agreement, and sentence structure.
	Vocabulary	The richness, variety, and appropriateness of vocabulary used. This involves the selection of precise and suitable words to convey meaning effectively and enhance the overall quality of expression.
	Clarity and Precision	The clarity and precision with which ideas are expressed. This includes the ability to convey thoughts logically and unambiguously, avoiding vagueness or ambiguity.
Structural Competence	Organization and Cohesion	The coherence and organization of ideas within the text. This involves the logical arrangement of information, effective use of transitions, and cohesion between paragraphs and sections for smooth readability.
	Conventions and Mechanics	The adherence to standard writing conventions, including spelling, punctuation, capitalization, and usage. Attention to detail in the mechanics of writing enhances readability and professionalism.
Rhetorical and Stylistic Competence	Audience and Purpose Alignment	Aligning language with the intended audience and purpose involves using appropriate language and tone for the target audience, effectively achieving the intended purpose of communication.
	Creativity and Style	The creativity, originality, and style of expression demonstrated. This includes the use of figurative language, literary devices, and stylistic elements to engage the reader and enhance the overall impact.

This research utilizes the framework proposed by Milles and Huberman as its data analysis technique. It employs Miles and Huberman's Model, which consists of three interrelated functions: data reduction, data display and drawing, and verification. Data reduction concerns providing a summary and description of the data collected with the aim of capturing the most relevant features.

On the other hand, Data display refers to the meaningful arrangement of the data, that is, the matrices and charts so as to enable the easy identification of the patterns of data and thematic analysis. The last of the three major processes of analyzing qualitative data, according to the mentioned authors, is drawing and verifying conclusions. This step is to validate the findings and ensure the reliability of the findings by explaining the patterns found with the theoretical concepts of the study and through data triangulation.

FINDINGS AND DISCUSSION

Findings

This study analyzes student writings related to daily activities. The components analyzed in the authentic assessment consist of linguistic competence, structural competence, and rhetorical and stylistic competence. The following table is described in detail related to all components in the article

and analyzed more deeply according to the three indicators of the assessment substance.

Table 2 Data Analysis of Essays

Essay	Substance of Assessment	Criteria	Quality	Example	Numerical Assessment	
1	Linguistics Competence	Grammar and Syntax	The essay contains 5 grammatical errors and 3 awkward phrasings, such as "I still gathered" instead of "People still gathered."	"Due to its age, the mosque could not fit so that when it came out onto the main road it was filled with safe congregations praying for Eid al-Fitr prayers."	5 grammatical errors, 3 awkward phrasings	
		Vocabulary	The vocabulary used is generally appropriate, with 8 instances of repetitive language. More varied and descriptive language is needed.	"The atmosphere of Eid in my village, Alhamdulillah, is quite busy and very enjoyable..."	8 repetitive phrases	
		Clarity and Precision	The essay has 4 instances of unclear transitions and 3 overly complex sentences that hinder clarity.	The transition between the second and third paragraphs is abrupt, making it difficult for the reader to follow the narrative smoothly.	4 unclear transitions, 3 complex sentences	
	Structural Competence	Organization and Cohesion	The essay shows 6 instances of disjointed ideas and lacks 2 clear structural elements in paragraph organization.	The essay jumps between different events and activities without clear transitions, making it difficult for the reader to follow the narrative cohesively.	6 disjointed ideas, 2 missing structural elements	
		Conventions and Mechanics	The essay has 3 punctuation errors and 2 sentence structure issues, which could be improved for clarity.	The use of punctuation marks such as commas and periods is generally correct, but there are a few instances where their placement could be improved.	3 punctuation errors, 2 sentence structure issues	
		Rhetorical and Stylistic Competence	Audience and Purpose Alignment	The essay effectively conveys the intended message but lacks 2 key cultural references that could enhance the reader's understanding.	The author effectively conveys the significance of Eid celebrations in their village and the various activities and traditions observed during the occasion.	2 missing cultural references
			Creativity and Style	The essay demonstrates creativity but lacks 5 instances of vivid imagery and stylistic devices that could enhance the description.	The author could use more descriptive language to paint a vivid picture of the atmosphere and festivities during Eid celebrations in their village.	5 lacking vivid images
	2	Linguistics Competence	Grammar and Syntax	Generally correct, with 3 grammatical errors and 2 awkward phrasings. For example, "the rest of us went home" could be improved to "the rest of us went to our homes."	"After that, I went to my grandmother's grave and the rest of us went home."	3 grammatical errors, 2 awkward phrasings
			Vocabulary	Adequate, but could be enhanced with 4 instances of repetitive language. For example, instead of "went home," the author could use "returned to our homes."	"The men on my island go around the takbiran circle twice."	4 repetitive phrases
Clarity and Precision			Generally clear, with 3 areas lacking clarity that could be improved. For example, the transition between	The transition between the first and second paragraphs could be improved for better cohesion.	3 unclear areas	

paragraphs could be smoother.

	Structural Competence	Organization and Cohesion	Well-structured with 2 minor disjointed ideas, but the narrative flows smoothly.	The essay follows a logical structure, moving from the takbiran activity to the Eid prayer and then to the afternoon traditions on the island.	2 disjointed ideas
		Conventions and Mechanics	Adheres to standard writing conventions, with 2 punctuation errors and 1 capitalization error that could be corrected for clarity.	The use of punctuation marks such as commas and periods is generally correct, but there are a few instances where their placement could be improved.	2 punctuation errors, 1 capitalization error
	Rhetorical and Stylistic Competence	Audience and Purpose Alignment	Effectively aligns with the intended audience, but lacks 2 cultural references that could enhance understanding.	The author effectively conveys the significance of the takbiran activity and other traditions associated with Eid celebrations on their island.	2 missing cultural references
		Creativity and Style	Demonstrates creativity but lacks 3 instances of vivid imagery and stylistic devices that could enhance the description.	The author could use more descriptive language to paint a vivid picture of the Eid atmosphere on their island, such as describing the sound of the firecrackers or the feeling of riding a motorbike around the island.	3 lacking vivid images
3	Linguistics Competence	Grammar and Syntax	The essay contains 4 grammatical errors and 2 awkward phrasings. For example, "I want to go there with my 2 female cousins" could be revised to "I want to go there with my two female cousins."	"The trip we took from our place of origin to the land above the clouds or Toraja took around 1 hour or more..."	4 grammatical errors, 2 awkward phrasings
		Vocabulary	The vocabulary is adequate, but there are 5 instances of repetitive language. For example, instead of "very beautiful," the author could use "stunning" or "breathtaking."	"I want to go on holiday there because I am one of the types of people who likes nature, especially mountains."	5 repetitive phrases
		Clarity and Precision	The essay is generally clear, with 3 areas needing improvement for clarity, particularly in transitions between paragraphs.	The transition between the first and second paragraphs is abrupt, making it somewhat difficult for the reader to follow the narrative smoothly.	3 unclear areas
	Structural Competence	Organization and Cohesion	The essay shows 6 instances of disorganized ideas and lacks 2 clear structural elements in paragraph organization.	The essay jumps between different vacation spots without clear transitions, making it challenging for the reader to follow the narrative cohesively.	6 disorganized ideas, 2 missing structural elements
		Conventions and Mechanics	The essay adheres to standard conventions, but there are 3 punctuation errors and 2 sentence structure issues that could be corrected.	The use of punctuation marks such as commas and periods is generally correct, but there are a few instances where their placement could be improved.	3 punctuation errors, 2 sentence structure issues

	Rhetorical and Stylistic Competence	Audience and Purpose Alignment	The essay effectively conveys the intended message but lacks 2 specific cultural references that could enhance understanding.	The author effectively conveys their eagerness to explore vacation spots during the semester break and shares their reasons for wanting to visit Toraja, focusing on their love for nature and mountain climbing.	2 missing cultural references
		Creativity and Style	The essay demonstrates creativity but lacks 4 instances of vivid imagery and stylistic devices that could enhance the description.	The author could use more descriptive language to paint a vivid picture of the attractions and experiences they look forward to during their holiday adventure.	4 lacking vivid images
4	Linguistics Competence	Grammar and Syntax	The essay contains 2 grammatical errors, including 1 awkward phrasing. For example, "Fitri, a 15 year old girl, last year's Eid felt different" could be revised to "Last year, Fitri, a 15-year-old girl, felt that Eid was different."	"For Fitri, a 15 year old girl, last year's Eid felt different."	2 grammatical errors, 1 awkward phrasing
		Vocabulary	The vocabulary used is practical, with 3 instances of descriptive language that enhance imagery. For example, "breath of fresh air" and "gentle breeze."	"This year's Eid, namely 2024, brings a breath of fresh air for Fitri and her family."	3 effective descriptive phrases
		Clarity and Precision	The essay maintains clarity with 2 areas for improvement in transition sentences. The transitions between paragraphs are smooth overall.	The essay transitions smoothly between discussing last year's Eid and this year's Eid, providing a clear comparison of Fitri's experiences and reflections.	2 areas needing better transitions
	Structural Competence	Organization and Cohesion	The essay is organized with 4 distinct sections and maintains a logical flow. Each paragraph contributes to the overall narrative.	The essay begins by describing the atmosphere of Eid in 2020, then discusses Fitri's experiences during last year's Eid, before transitioning to her experiences during this year's Eid.	4 clear sections
		Conventions and Mechanics	The essay adheres to standard writing conventions, with 0 significant errors in mechanics.	The use of punctuation marks such as commas and periods is correct throughout the essay, enhancing clarity and readability.	0 major errors
	Rhetorical and Stylistic Competence	Audience and Purpose Alignment	The essay aligns well with the intended audience, providing 3 insights into Fitri's personal experiences during Eid.	The author effectively conveys Fitri's emotions and reflections on celebrating Eid during the pandemic, highlighting the importance of family and traditions.	3 key insights provided
		Creativity and Style	The essay shows creativity with 5 instances of vivid imagery that engage the reader.	The author uses descriptive language to evoke emotions and create a vivid picture of the atmosphere and experiences of Eid celebrations, making the essay engaging and compelling.	5 instances of vivid imagery

5	Linguistics Competence	Grammar and Syntax	The essay demonstrates primarily correct grammar and syntax, with 3 minor errors. For example, "Before making the cakes, ketupat, and <i>Lontong</i> , I first bought all the necessary ingredients to prepare food to serve to guests" could be revised for better clarity as "Before making the cakes, ketupat, and <i>Lontong</i> , I bought all the necessary ingredients to prepare food for guests."	"Before making the cakes, ketupat, and <i>lontong</i> , I first bought all the necessary ingredients to prepare food to serve to guests."	3 grammatical errors
		Vocabulary	The vocabulary is varied and descriptive, effectively using 4 notable instances of descriptive language to enhance cultural significance and emotions.	"By sharing these parcels, I aimed to strengthen the bonds of kinship amidst the togetherness of Eid al-Fitr."	4 descriptive phrases
		Clarity and Precision	The essay is generally clear with 2 areas needing improvement for more precision in the expression of ideas.	Transitions between paragraphs are smooth, allowing for a clear progression of events and reflections on Eid al-Fitr celebrations.	2 unclear areas
Structural Competence	Organization and Cohesion	The essay is well-organized, with no significant organizational issues. It maintains a clear structure and flow throughout the essay.	The essay starts with the anticipation of Eid, followed by shopping, food preparation, exchanging parcels, and visiting family and friends.	0 organizational issues	
		Conventions and Mechanics	The essay follows standard conventions, with 1 minor punctuation issue that could be improved for better clarity.	The use of punctuation marks, such as commas and periods, is generally correct, enhancing clarity and readability.	1 punctuation issue
Rhetorical and Stylistic Competence	Audience and Purpose Alignment	The essay aligns well with the intended audience, effectively conveying 2 cultural insights that deepen the reader's understanding of the Eid al-Fitr experience.	The author effectively conveys their experiences during Eid, focusing on the cultural significance and traditions associated with the holiday.	2 cultural insights	
		Creativity and Style	The essay demonstrates creativity with 3 instances of vivid imagery that enhance the narrative and engage the reader.	The author uses descriptive language to evoke emotions and create a vivid picture of Eid celebrations, making the essay engaging and compelling.	3 vivid images

The assessment in essay 1 offers a comprehensive overview of various aspects of an essay, focusing on grammar and syntax, vocabulary, clarity and precision, organization and cohesion, conventions and mechanics, audience and purpose alignment, as well as creativity and style. In terms of grammar and syntax, the essay is criticized for containing grammatical errors and awkward phrasings, like "Id still gathered," which should be corrected to "People still gathered" for better clarity and correctness. Similarly, in vocabulary, while generally appropriate, there is a suggestion for improvement with more varied and descriptive language. For instance, replacing generic phrases like "very enjoyable" with more vivid descriptions such as "festive" or "joyous" could enhance the text's quality. Clarity and precision suffer in the essay due to transitions between sentences and paragraphs, with some sentences being overly lengthy and complex, which affects the overall message's clarity. Organization and cohesion are also highlighted as weak points, with ideas presented in a somewhat

disjointed manner, lacking clear structure and smooth transitions between paragraphs.

Apart from the conventional features of an essay such as spelling, grammar, and capitalization, this essay contains uncorrected punctuation errors along with some sentence structures that would allow for improved clarity. However, the content of the essay sufficiently achieves its purpose and reaches its intended audience through providing the reader with additional content that details the author's personal views and feelings regarding the celebration of Eid, as well as the customs and the faith that are linked to it. Lastly, in situating the author's own experience of celebrating Eid, the writer displays a modest amount of creativity while at the same time expressing personal experiences, thus there is potential for improvement with regard to imagery and other stylistic devices. This has the potential of giving readers a better idea of how the atmosphere and the Eid festivities were like in the author's village. In summary, the evaluation is useful in providing helpful criticism regarding the various components of the essay in order to enhance its quality and effectiveness.

The research information presented in essay 2 contains the evaluation of an essay on the theme of Eid al-Fitr festivities in terms of grammar and syntax, vocabulary, clarity, organization, conventions, audience, and creativity. It not only shows the strengths but also proposes corrective measures in those aspects, and the treatments are amply illustrated with examples. What is more, the do not hesitate to point out the weaknesses of the essay as regards comprehension, although the majority is deemed to have correct grammar and syntax. Also, one can largely see how the effective use of variety and descriptive vocabulary communicates the messages such as during the holiday "Eid al-Fitr strengthens the bonds of kinship". Most importantly, the easiness in understanding and accuracy of the respondents' essay is noteworthy, as it includes effective and seamless changes from one tee assignment of the essay to another.

On top of that, praise is given to the essay's arrangement and coherence as the author's experiences and insights concerning the celebration of Eid al-Fitr are presented in a logical and clear sequential order starting with expectations moving on to different rites and then finishing with the contemplation of the celebration's personal meaning. The writing also adheres to conventions of standard written English, including spelling, punctuation, and capitalization, which improves the quality of the essay and the professionalism. It's also emphasized that the essay audience and purpose are well integrated as the author manages to express the emotions and importance of Eid al-Fitr festivities for the recipients. Finally, the creativity and style of the essay are praised for the utilization of the descriptive language and rich imagery to capture the attention of the readers and elicit emotions making the essay impressive and interesting to read.

A more profound understanding of the problem regarding the written work, possibly an essay or a narrative that revolves around the celebrations of the Eid and related personal events, can be drawn based on the research data contained in essay three. al location.. Critical analysis in this context covers writing processes such as punctuation, word choice, clarity, sentence organization, standard linguistic practices, audience, and creativity. Most of the time, the standard holds good, in that the construction as a whole has been well developed with grammatically correct sentences and conventional form. In other cases, perhaps improvement is needed such as rewriting some sentences to avoid unnecessary ambiguity and to provide more adequate alternative word choices to increase the vividness of description. Besides, while the story can be understood clearly and is structured in a logical manner, smoother paragraph transitions are also recommended to be able to improve the narrative.

Additionally, the assessment indicates that the piece worked for its target audience and achieves communication of Eid traditions and cultural practices with regard to its significance. The account displays originality and creativity in the perspective of the author's experiences. Nevertheless, better depiction of scenes and ideas can make the reader experience Eid festivities to a fuller extent. All in all, the research data in question contains useful advice for improvement of the language, composition, and the expressiveness of the narrative for the readers to be more influenced by descriptions of the celebration of Eid.

Moreover, the research data within the essay four is a 'feedback sheet' that assesses the students' level of the enthusiasm and anticipation about high planning over an adventurous holiday travel during semester break. It pinpoints the aspects that need to be worked on in the different areas

like grammar and syntax, lexis, clarity and precision, organization and cohesion, conventions and mechanics, audiences and purposes, and even creativity and artistry. The other point that needs to be raised is that, the essay as a whole includes correct grammar and syntax, but even so, some grammatical mistakes and a few awkward phrasings are present thus affecting the essay's clarity and readability. Moreover, the vocabulary is more than enough but it is not able to be that robust and diverse as to bring pictures to the readers' minds.

The coherence and structure of the specific essay in question can be efficiently categorized as deficiencies since ideas seem to be randomly stated. It is true, however, that this can serve as a form of communication. Critical analysis, on the other hand, must get through an organized and narrated story in order to be effective. Regardless of these issues in the internal organization of the essay, it fulfills its target audience and target purpose as demonstrated by the writer's German propensity towards travel and interest in nature and mountain climbing. There is room for improvement in elaborating specific arguments and the use of stylistic devices in regard to the particular places as well as activities the author expects to experience on the vacation. All in all, the research data highlights the need to work on the course more on both technical and imaginative skills of writing the course so as to express zeal and attract the reader.

The empirical evidence gathered in essay 5 articulates takes into account the depiction of Fitri's experiences and reflections during the Eid decorations whereby she analyses the previous year's festivals and compares them with this year's celebrations during the time of pandemic. The assessment mentions several aspects of the scoring criteria started with writing up the essays grammar and syntax where a few changes are recommended for accuracy and clarity. The use of vocabulary is rated highly as the reader is able to sense the mood and emotion of Eid, the understanding of the reader is broadened. The strengths of the text are comprehensible and precise language with consistent shifts which enhance the structural flow of ideas so that there is effective comparison between Fitri's explanations of the several Eids she once attended. The strength that overrides the rest of the strengths is organization and cohesion in that the essay has a logical outline of Fitri's experiences with every paragraph being relevant to the story line.

Additionally, the paper is coordinated well in terms of spelling and punctuation, which helps with the overall professionalism of the work. By effectively expressing her feelings and explaining how important the celebration of Eid is during this time, she achieves the intended purpose and audience. Also, creativity and style are appreciated specifically for the use of language as well as descriptive imagery which enhances the reader's interest and makes the essay quite appealing. On a more general note, the research data emphasizes the efficiency of this work in depicting Fitri during the Eid festivities and the cycles of family, tradition and struggle that she goes through during harsh times.

Discussion

The data findings on grammar and syntax reveal varying levels of proficiency across the essays. Essay 2 emerges as the strongest in this aspect, mainly displaying correct grammar and syntax with only a few minor errors. This indicates a solid grasp of language mechanics by the writer, contributing to the overall clarity and professionalism of the essay (Elwood & Bode, 2014). Conversely, essays 3, 4, and 5 also demonstrate mostly correct grammar, but they are not devoid of minor errors, suggesting areas for refinement. For example, essay 5 is noted for minor improvements in clarity and correctness, highlighting a need for attention to detail. However, the standout among these essays is essay 1, which exhibits more noticeable grammatical errors and awkward phrasings. This signals a greater necessity for improvement in grammar and syntax, potentially hindering clarity and readability (Bitchener, Young, and Cameron 2005). When comparing these findings, it is evident that essay 2 excels in maintaining grammatical correctness, setting a benchmark for clarity and professionalism. On the other hand, essays 3, 4, and 5 demonstrate a similar level of proficiency in grammar and syntax but with minor errors that could slightly detract from clarity. However, essay 1 stands out as needing more substantial improvement in this area, as its noticeable grammatical errors and awkward phrasings may significantly impact the reader's understanding and engagement with the text. Therefore, while all essays exhibit some level of competency in grammar and syntax, essay 1 requires more focused

attention and revision to elevate its quality to match that of the others. Overall, these findings underscore the importance of meticulous attention to language mechanics in ensuring clear and effective communication in written works. This result is in line with the fact that writing requires an understanding of grammar and sentence structure so as to produce standard writing (Argondizzo et al., 2020).

The data findings regarding vocabulary usage across the essays reveal varying degrees of effectiveness in conveying the richness and depth of Eid celebrations. Essay 2 stands out as particularly strong in this aspect, demonstrating mastery of varied and descriptive vocabulary to capture the cultural significance and traditions associated with Eid effectively. Through precise and vivid language, the essay paints a detailed picture of the festivities, enhancing the reader's understanding and immersion in the celebration (Greene, 2020). Essays 3, 4, and 5, while competent in their vocabulary usage, are noted to have room for improvement. While their vocabulary is deemed adequate, there is a suggestion for enhancement with more varied and descriptive language (Khowaja et al., 2021). This indicates that while these essays effectively convey the essence of Eid celebrations, they could further elevate their descriptive quality to create a more immersive and engaging reading experience for the audience. Similarly, essay 1 also requires improvements in vocabulary usage for more vivid descriptions. Despite its depiction of Eid celebrations, the essay lacks the richness and depth that a more varied vocabulary could provide. By incorporating more nuanced language and descriptive terms, essay 1 could better capture the ambience and cultural nuances of the festivities, enhancing its overall impact and reader engagement. In summary, while essays 3, 4, and 5 demonstrate competency in vocabulary, there is a consensus across all essays for the potential benefits of more prosperous and more varied language usage to enhance the portrayal of Eid celebrations. The finding is supported by a study that stated if a portfolio is comprehensive with communication in everyday life.

The assessment of clarity and precision across the essays provides valuable insights into their effectiveness in conveying ideas and maintaining coherence (Argondizzo et al., 2020). Essay 2 emerges as a standout, earning praise for its clear and precise presentation. The smooth transitions between paragraphs contribute significantly to the essay's cohesive narrative, allowing readers to follow the flow of ideas seamlessly (Xue & Wang, 2021). This clarity enhances the overall readability and comprehension of the essay, ensuring that the message is conveyed effectively (Hofmann, Curran, and Dickens 2021). Essays 3, 4, and 5 also demonstrate a commendable level of clarity and precision in their narratives. While they maintain coherence and effectively convey their respective topics, minor suggestions for improvement in transitions between paragraphs are noted. These suggestions indicate that while the essays generally succeed in maintaining clarity, there are opportunities to enhance the fluidity of the narrative further (Pei et al., 2017). By refining the transitions, these essays can achieve an even higher level of cohesion, strengthening the overall impact of the writing. In contrast, essay 1 is identified as lacking clarity in transitions and containing overly complex sentences. This observation highlights a significant area for improvement in terms of expression and readability (Barrot, 2023). Clear transitions between ideas are essential for guiding readers through the essay smoothly, and overly complex sentences can hinder comprehension. Thus, essay 1 would benefit from revisiting its structure and simplifying sentence constructions to improve clarity and precision, ultimately enhancing the effectiveness of its communication. In summary, while essays 2, 3, 4, and 5 demonstrate varying degrees of clarity and precision, there is a consensus on the importance of smooth transitions and clear expression for maintaining coherence and engaging the reader. By addressing minor improvements in transitions and simplifying sentence structures where necessary, these essays can further elevate their clarity and precision, ultimately enhancing the overall quality of their narratives.

The evaluation of organization and cohesion among the essays sheds light on their ability to present ideas in a structured and coherent manner (Zhou et al., 2023). Essay 2 stands out for its commendable organization, receiving praise for a well-structured presentation and clear progression of events and reflections. This indicates that the essay effectively guides readers through its content, maintaining a logical flow that enhances comprehension and engagement (Kamgar & Jadidi, 2016). With smooth transitions between sections, Essay 2 achieves a cohesive narrative that allows readers to follow the author's thoughts and experiences seamlessly. Similarly, Essays 3, 4, and 5 are recognized

for exhibiting good organization and cohesion. These essays demonstrate logical structures that facilitate a clear understanding of the topics discussed. With smooth transitions between paragraphs and sections, they effectively maintain coherence, ensuring that each part contributes meaningfully to the overall narrative (Sudirman, Gemilang, and Kristanto 2021). This organizational strength enhances readability and enables readers to grasp the connections between ideas, ultimately enriching their experience with the text. In contrast, Essay 1 is critiqued for lacking organization and cohesion, displaying a disjointed presentation and unclear transitions between ideas. This observation suggests that the essay may struggle to maintain a coherent structure, making it challenging for readers to follow the progression of thoughts and events (Swatridge, 2014). Without clear organization and smooth transitions, Essay 1 may fail to convey its intended message effectively, hindering reader comprehension and engagement. In summary, while Essays 2, 3, 4, and 5 demonstrate strong organization and cohesion, Essay 1 lags behind due to its disjointed presentation. By improving the organization and clarity of transitions, Essay 1 can enhance its coherence and better engage readers, aligning more closely with the standards set by the other essays. Overall, effective organization and cohesion are crucial for conveying ideas clearly and engaging readers, underscoring their significance in written communication.

The assessment of conventions and mechanics across the essays underscores their adherence to standard writing conventions, including proper spelling, punctuation, and capitalization (Liu, 2019). This adherence is a fundamental aspect of effective written communication, contributing to the clarity, professionalism, and readability of the text (Aitken & Graham, 2023). While all essays demonstrate a general adherence to these conventions, minor errors are noted in some instances. Essay 1 and Essay 4 stand out for specifically mentioning errors in punctuation and sentence structure that could be improved for better clarity and readability. These observations indicate a level of self-awareness and critical reflection on the part of the authors, acknowledging areas for improvement in their writing (Argondizzo et al., 2020). By identifying specific errors in punctuation and sentence structure, these essays highlight a commitment to refining their mechanics for enhanced clarity and coherence (McDonough & Crawford, 2018). Overall, while minor errors may be present in some essays, the acknowledgment and recognition of these errors in Essay 1 and Essay 4 suggest a proactive approach to improving writing skills. By addressing these areas for improvement, the authors can further enhance the overall quality and effectiveness of their writing, ensuring that their messages are conveyed clearly and accurately to readers (Syamsuri & Muhsin, 2016). The assessment of audience and purpose alignment across the essays reveals a consistent strength in effectively conveying personal experiences and reflections on Eid celebrations to their intended audience. Each essay demonstrates a clear understanding of its target readership and purpose, resulting in a communication style that resonates with the audience's expectations and interests. Moreover, all essays successfully convey the significance of Eid traditions and cultural practices associated with the occasion. By drawing from personal experiences and reflections, the essays provide authentic insights into the importance of Eid celebrations, allowing readers to connect emotionally and culturally with the content. This alignment ensures that the essays fulfil their purpose of informing and engaging readers while honouring the cultural significance of Eid. Overall, the essays' ability to effectively align with their intended audience and purpose underscores their relevance and impact (Castillo-Hajan, Hajan, and Marasigan 2019). By conveying personal experiences and reflections on Eid celebrations while highlighting the significance of cultural traditions, the essays create meaningful connections with readers, enriching their understanding and appreciation of this important cultural observance.

The evaluation of creativity and style among the essays reveals varying levels of expressive flair and artistic interpretation (Castillo-Hajan et al., 2019; Moeiniasl et al., 2022). Essays 2, 4, and 5 stand out for their demonstration of creativity and personal expression through the use of descriptive language and vivid imagery. By employing evocative descriptions and sensory details, these essays engage readers and bring the narrative to life, fostering a deeper emotional connection with the content. On the other hand, Essays 1 and 3 also exhibit creativity, albeit to a lesser extent, with suggestions for improvement in enhancing vivid imagery and incorporating stylistic devices. While these essays convey personal experiences and reflections effectively, there is room for enhancement in

crafting more evocative descriptions and employing literary techniques to captivate readers' imaginations further by infusing their narratives with richer imagery and employing stylistic devices such as metaphor, simile, and symbolism (Kjeldsen, 2012). Essays 1 and 3 can elevate their creative expression and enhance reader engagement. In summary, while Essays 2, 4, and 5 excel in creativity and style through their use of descriptive language and vivid imagery, Essays 1 and 3 show potential for enhancement in this aspect. By incorporating more vibrant and imaginative language and employing a variety of stylistic devices, all essays can further enrich their narratives and create more immersive reading experiences for their audiences (Beck & Jeffery, 2009; Zakarneh & Mahmoud, 2021).

CONCLUSIONS AND SUGGESTION

This authentic assessment evaluates a collection of essays on personal experiences and reflections related to Eid celebrations, focusing on grammar, vocabulary, clarity, organization, and creativity. Overall, the essays demonstrate strengths in grammar and adherence to conventions, though minor errors occasionally affect clarity. Vocabulary usage varies, with some essays effectively capturing cultural significance and emotion while others need enrichment. Clarity and narrative transitions are intense in several essays, but structure and paragraph cohesion require improvement. The essays generally align well with their audience and purpose, effectively portraying the meaning of Eid. Creativity stands out through descriptive language, although some essays could enhance engagement with richer imagery and style. This feedback aims to refine technical and expressive aspects, enabling the essays to convey better the essence of tradition and personal significance associated with Eid more engagingly.

Based on the summary provided, the following study could focus on implementing the feedback from the assessments to improve the quality of written descriptions of Eid celebrations. This study could involve providing targeted instruction and practice in areas such as grammar and syntax, vocabulary enrichment, clarity and precision, organization and cohesion, conventions and mechanics, audience and purpose alignment, and creativity and style.

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