

From Ideas to Publication

Enhancing Academic Writing Competence with the QuiryThink Learning Model



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PREFACE

Academic writing has increasingly become a vital competence for students and lecturers in higher education, particularly in an era where scholarly publication is a key benchmark of academic achievement. Despite its importance, many learners still encounter significant challenges in transforming their initial ideas into publishable works, ranging from conceptualizing research problems, structuring arguments, to meeting the standards of reputable journals.

This book, *From Ideas to Publication: Enhancing Academic Writing Competence with the QuiryThink Learning Model*, is designed to address these challenges by providing a comprehensive framework that integrates inquiry-based learning and design thinking. The QuiryThink model—standing for Question, Interview, Recognize, Yield, Transform, Hone, Improve, Nurture, and Keep—offers a structured yet flexible approach to guide learners through each stage of the academic writing process. By combining reflective practice, collaborative learning, and digital multimodal composing, this model equips students with the necessary skills to produce scholarly articles with confidence and rigor.

The book not only introduces the theoretical foundation of the QuiryThink Learning Model but also provides practical worksheets, activities, and examples to scaffold the learning journey. It is intended for students, lecturers, and researchers who seek to enhance their writing competence and to move systematically from the germination of ideas to the successful publication of academic work.

I sincerely hope that this book serves as both a guide and an inspiration for learners and educators alike, contributing to the cultivation of critical thinking, creativity, and scholarly contribution in academic communities.

Cimahi, February 2026

Authors

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SECTION 1

QUESTION STAGE

The *Question Stage* is regarded as the starting point of the QuiryThink learning process, where curiosity and critical awareness about academic writing are developed. At this stage, problems, issues, or gaps related to writing experience, research topics, or academic challenges are identified. By means of relevant and thought-provoking questions, areas that require further exploration are recognized. Through this process, critical thinking is nurtured, and a solid foundation for deeper inquiry is established.

In practice, the *Question Stage* is implemented through brainstorming activities, reflective prompts, and guided discussions by which questions are raised both individually and collaboratively. These activities ensure that questions are gradually refined to become more focused, researchable, and connected to academic writing contexts. This stage is considered crucial, as well-formulated questions not only guide the overall direction of learning but also shape engagement, motivation, and readiness to move forward into the subsequent phases of the QuiryThink learning model.

UNIT 1. WHY IS ACADEMIC WRITING IMPORTANT FOR STUDENTS IN HIGHER EDUCATION?

Learning Objectives:

After completing this session, students are expected to be able to:

1. Explain the importance of academic writing in higher education.
2. Identify challenges commonly encountered when reading academic journal articles.
3. Select relevant journal articles based on topic alignment.
4. Develop exploratory interview questions related to scientific article writing practices.

Skill Focus of This Unit

This unit develops students' academic writing competencies progressively, beginning with foundational understanding and moving toward higher-level academic inquiry skills.

Micro Skills Developed

In this unit, students are trained to:

1. recognize the purpose and characteristics of academic writing in higher education,
2. identify structural and linguistic challenges in academic journal articles,
3. analyze rhetorical features and key components of research texts,
4. apply criteria to evaluate the relevance and credibility of scholarly sources.

These micro skills strengthen students' reading awareness, analytical ability, and critical engagement with academic texts.

Macro Skills Developed

Through these foundational abilities, students gradually develop the ability to:

1. critically interpret academic discourse within disciplinary contexts,
2. engage with scholarly literature in a purposeful and selective manner,
3. design exploratory interview questions that reflect an understanding of scientific writing practices.

These macro skills prepare students for deeper inquiry, research-based discussion, and the development of their own academic writing projects.

BRAINSTORMING

1. Academic Writing

Academic writing is an essential requirement for any college student, particularly in Indonesia, where writing and publishing scientific articles have become prerequisites for obtaining academic degrees. The mandate for academic publications was specified in Circular Letter No. 152/E/T/2012 from the Director General of Higher Education, highlighting the need for bachelor, master, and doctoral students to publish their research as part of their graduation requirements. This emphasis on publication is reinforced by policies such as Permenristekdikti No. 20 Tahun 2017, where the Indonesian government encourages universities to increase both the quantity and quality of scientific publications. These policies aim to elevate both the quantity and quality of research publications, contributing to global knowledge and enhancing Indonesia's academic reputation. Additionally, academics in Indonesian higher education must conduct research and publish their findings in national and international journals, as these outputs are often used to measure institutional quality and academic reputation. This indicates that academic writing is inevitable for tertiary education students as they have to make research papers which require them to integrate other people's works as references into their own papers. Therefore, some basic rules are used as a guideline to produce a good product of academic writing. At the tertiary education level, students' success in academic writing is determined by their ability to comprehend and use others' ideas to voice their own opinion.

However, even though academic writing is important it poses challenges. Several studies have explored the challenges and pedagogical approaches related to academic writing in Indonesian higher education. Bram and Angelina (2022) investigated the difficulties faced by tertiary education students in academic writing and proposed solutions to overcome them. Their study, which surveyed 26 students from Sanata Dharma University, revealed common setbacks such as issues with parts of speech, tenses, vocabulary, cohesion, and referencing. They suggested that lecturers should be equipped with various writing strategies, and students should enhance their organizational skills, critical thinking, and

referencing abilities. Similarly, Aunurrahman et. al. (2017) investigated the academic writing competencies of first-year tertiary EFL students, particularly focusing on critical thinking. The study analyzed students' argumentative writing using functional grammar based on systemic functional linguistics. Findings revealed that students across different proficiency levels struggled with schematic structure and linguistic features of academic writing, with limited critical thinking capacity. The research suggested that explicit teaching and cooperative learning activities should be incorporated to enhance students' academic writing and critical thinking skills.

These challenges are often caused by traditional teaching approaches that fail to engage students or adequately support their skill development (Nugrahini & Rakhmawati, 2022). One such approach that has received considerable criticism is the product approach. This approach has several limitations. First, it can hinder creativity because it relies heavily on imitating model texts. Critics argue that this method prevents students from thinking critically and writing creatively, as they mainly replicate and reproduce existing texts (Li, 2007). This indicates that the instructional models commonly used in higher education have not always effectively addressed the challenges students face. Therefore, there is a need for innovative teaching approaches that not only engage students but also enhance their writing skills.

2. QuiryThink Learning Model: An Innovative Solution for Academic Writing Challenges

In most Indonesian universities, academic writing has traditionally been taught using a lecture based approach, product approach and process approach. These models frequently fail to engage students in critical thinking and creativity, which are essential for effective academic writing. In the realm of academic writing instruction, existing models have been critiqued for various limitations. While traditional approaches to writing instruction vary, lecture-based models remain dominant in Indonesian higher education. These courses primarily focus on theoretical explanations of grammar, sentence structure, and paragraph organization, with minimal opportunities for students to apply their knowledge through iterative feedback (Hyland, 2003). As a result, students often become passive recipients rather than active participants in their learning. This suggests

that many existing models lack contextual relevance and fail to engage students in meaningful learning experiences. Thus, the need for innovative and effective teaching models are required to enhance students' learning experiences. This necessity highlights the urgency of developing instructional models that help students improve their writing proficiency and their critical thinking. Addressing this gap, Inquiry-Based Learning (IBL) emerges as a promising framework, as it actively engages students in exploration, investigation, and critical reflection. Unlike conventional teaching approaches, IBL places students at the center of learning by encouraging them to develop questions, gather information, and construct knowledge through analysis and synthesis.

IBL is one of the most effective models for implementation in teaching, particularly in fostering student engagement, problem-solving abilities, and higher-order thinking skills. (Avsec & Kocijancic, 2014; Gholam, 2019). According to Ghufon and Ermawati (2018), IBL trains students' thinking skills in solving problems and directs them to become independent learners through a series of activities. The activities include five stages proposed by Marshal (2013) such as engagement, exploration, explanation, elaboration, and assessment. This process aligns closely with the cognitive demands of academic writing, which involves higher-order thinking, iterative feedback, and reflective learning. Research has shown that IBL not only improves students' writing outcomes but also fosters critical thinking and independent learning (Adhami & Taghizadeh, 2024; Wale & Bogale, 2021; Wale & Bishaw, 2020).

However, despite its strengths in promoting inquiry and deeper understanding, IBL alone may not address the need for creativity and innovation in academic writing, which is essential for producing original and strong arguments (Zheng, 2019). The effectiveness of this approach to developing writing abilities is limited by its reliance on strong instructional support and the fact that not all students are ready for independent study (Sam, 2024; Milatasari, 2012). As stated by Krajcik et al. (1998) that the necessity of accessible tools that accommodate students' varying abilities and experiences. Without proper guidance and support, students may find it challenging to navigate the inquiry process, ultimately hindering their ability to critically analyze and construct well-structured academic writing. Thus, IBL may not be appropriate for unmotivated students and can be challenging to implement in short period of time (Milatasari, 2012).

These limitations indicate that while IBL is effective in promoting critical thinking and active learning, but it does not entirely accommodate the sequential and cyclical nature of academic writing. Several studies have highlighted the limitations of Inquiry-Based Learning (IBL) in providing a structured and iterative process that helps students systematically refine and develop their ideas. As classified by Kirschner et al. (2006), IBL is considered a form of minimally guided instruction. It is in line with the findings of Lazonder and Harmsen (2016) criticized inquiry-based learning for lacking clarity on the teacher's role in guiding students throughout the learning process. Similarly, Krajcik and Blumenfeld (2006) reveal that IBL presents challenges in terms of structure, as students must independently discover solutions without clear guidance on how to develop and iterate their ideas. This lack of explicit scaffolding can hinder students' ability to refine their arguments and improve their academic writing skills effectively. Furthermore, Sam (2024) asserts that IBL has a positive impact on students' critical thinking, motivation, and academic performance, though its success largely depends on supportive learning environments and effective technological integration. These challenges indicate the need for a complementary approach that provides a structured yet flexible framework to enhance students' creative and problem-solving abilities in academic writing. To address these limitations, a more iterative model like Design Thinking is needed. This approach emphasizes a cyclical process of ideation, prototyping, feedback, and revision.

Design thinking approach ensures that students not only engage in exploration but also systematically enhance the quality of their academic output (Plattner et al., 2009). This approach consists of five stages such as empathize, define, ideate, prototype, and test (Goldman et al., 2010; Plattner et al., 2009). These stages provide a systematic framework that not only helps students develop solutions to complex academic writing challenges but also fosters creativity through iterative exploration. Design Thinking fosters a problem-solving mindset by emphasizing empathy, ideation, and prototyping, which are essential for addressing challenges in writing tasks (Fan & Ye, 2022). The iterative nature of this framework enables students to break down complex writing problems into manageable steps, guiding them through brainstorming, drafting, and revising.

Additionally, Goldman et al. (2009) highlight that Design Thinking strengthens students' problem-solving skills through project-based learning, encouraging them to take action, experiment with ideas, and refine their arguments systematically. This structured process ensures that students not only generate ideas but also assess and improve them, thereby bridging the gap between conceptual exploration and effective written communication. Furthermore, the Empathize and Define stages help students identify their audience and clarify research questions, two of the most challenging aspects of academic writing. Beyond problem-solving, Design Thinking also nurtures creativity by promoting experimentation and iterative refinement of ideas. Rauth et al. (2010) describe Design Thinking as a meta-disciplinary approach that enhances creative confidence and competence through project- and process-based learning. This approach encourages students to engage in active learning and collaboration, which are key to developing innovative writing strategies.

Design Thinking complements Inquiry-Based Learning (IBL) by providing a structured, iterative framework that guides students in refining ideas and developing high-quality academic writing. Integrating digital tools further enhances engagement, collaboration, and metacognitive skills (Koh et al., 2015; Utami et al., 2023). The QuiryThink Learning Model builds on this integration, combining IBL, Design Thinking, and Digital Multimodal Composing (DMC) to foster creativity, reflective thinking, and learner autonomy, offering an innovative approach that addresses the demands of academic writing in EFL higher education contexts.

3. Scientific Article Writing and the QuiryThink Learning Model

One important form of academic writing is the scientific article. Writing a scientific article is not only about following rules of structure and language, but also about presenting research so that it can be shared with a wider academic community. For students in higher education Education, learning how to write scientific articles is very important. It allows them to publish their work, contribute to the improvement of language teaching, and connect with other researchers around the world. In this way, scientific article writing becomes more than just a classroom task; it is also a step toward professional development and participation in global academic discussions. To support students in mastering this complex

process, the QuiryThink Learning Model provides a structured, step-by-step framework. It guides students through nine systematic stage to develop publishable academic writing:

1. **Question (Q):** Students develop awareness of academic writing challenges by reflecting on difficulties encountered in reading journal articles, exploring publication ethics, examining journal databases, comparing published articles, and collaboratively generating meaningful inquiry questions about academic writing quality and publishability.
2. **Interview (I):** Students investigate authentic academic publishing practices by conducting interviews and examining insights from experienced academic authors, editors, or reviewers. Through this process, they explore characteristics of publishable articles, analyze journal author guidelines, and present findings using multimodal formats such as slides, visual summaries, and digital mind maps.
3. **Recognize (R):** Students recognize rhetorical structures, academic conventions, and research positioning by analyzing model research articles, conducting rhetorical move analysis, and mapping research trends using digital tools such as Connected Papers.
4. **Yield (Y):** Students produce initial academic writing drafts by focusing on the alignment of rhetorical moves in each section, developing coherent arguments, and adhering to academic and digital ethics.
5. **Transform (T):** Students evaluate the rhetorical effectiveness, academic ethics, and digital ethics of their drafts through structured peer review and rubric-based evaluation.
6. **Hone (H):** Students refine their drafts by revising draft sections based on structured peer review feedback.
7. **Improve (I):** Students enhance manuscript quality, accuracy, and academic integrity by evaluating their work using journal reviewer rubrics, digital writing tools (e.g., plagiarism detection and grammar checkers), and lecturer formative feedback.
8. **Nurture (N):** Students finalize their manuscripts through reflective evaluation and pre-submission checks

9. **Keep (K):** Students prepare manuscripts for final submission by engaging with submission tutorials, submitting their articles to target journals, and reflecting on their overall academic writing and submission experiences.

This Q-I-R-Y-T-H-I-N-K sequence provides a step-by-step, integrated framework combining Inquiry-Based Learning, Design Thinking, and Digital Multimodal Composing (DMC) to foster creativity, reflection, and autonomy in academic writing. Throughout these stages, students will be guided step by step: from asking questions, gathering information, analyzing, drafting, revising, and finally preparing your article for submission and publication. In this first session, we will focus on the Question stage: reflecting on your journal reading experiences, identifying the most challenging aspects, and raising critical questions about how scientific articles are structured and written.

In this section, students begin by reflecting on their own experiences in reading and writing academic texts. This reflection is important because their past experiences can serve as a foundation for understanding the challenges, needs, and expectations in learning how to write scientific articles. Just like learning to listen before speaking, engaging with journal articles through reading is an essential first step before producing effective academic writing.

Worksheet 1.1 – Personal Reflection

Please write about ONE of your most memorable experiences in reading a journal article. Then, answer the questions below:

1. Briefly describe your experience in reading the article (What was the topic? When did you read it? How did you access it? What did you feel while reading it?).
2. In your opinion, what made the experience memorable or challenging (e.g., the topic, the structure, the language, or the argumentation)?
3. Which part of a journal article do you usually find the most difficult to understand (e.g., abstract, introduction, methodology, discussion, references)? Why?
4. In your opinion, how does reading journal articles help you improve your own academic writing skills?

5. (To be discussed in class) From your story and your classmates' experiences, what can you conclude about the common challenges students face when reading journal articles?

INDIVIDUAL EXPLORATION

1. The Importance of Journal Article Publication

In Indonesia writing and publishing scientific article become one of the prerequisites to get an academic degree. As specified in a circular letter from the Director General of Higher Education issued a circular letter No. 152/E/T/2012 regarding academic publications in obtaining bachelor, master and doctoral degrees. The importance of research articles has grown since they are crucial in fostering innovation, solving social problems, and contributing to national development (Iskandar, 2020). The Indonesian government has further emphasized the need for quality research output, which is being standardized in all the educational institutions (Widodo, 2019). The increasing focus on academic publications not only contributes to global knowledge but also raises the reputation of Indonesia in terms of academics internationally (Suryani & Ahmad, 2021). In line with this, the Indonesian government has made efforts to increase the productivity and relevance of research both in universities and research institutions (Ristekbrin, 2021). It is known that academics in higher education in Indonesia have the obligation to carry out research and their research results must be published in scientific journals, both national and international (Jannah, 2018; Subekti, 2018; Sugilar et al., 2017; Susanti, 2020). So that academics must have the ability to research and then writing research articles.

In the past five years, universities and other higher education institutions have become the main contributors to research in Indonesia because they have the largest number of experts in science and technology. Based on data from Forlap PDDikti in 2020, there were more than 4,600 higher education institutions, including academies, polytechnics, colleges, institutes, and universities, all of which played an important role in increasing national research output (Dikbud, 2020). However, the quality of research outputs in Indonesia still needs to be improved. The results of previous studies show the importance of the support of private university owners in improving the quality of research (Javed et al., 2020).

Several previous studies have informed a lot about scientific publication solutions carried out by higher education. Among other things, researchers emphasize budgeting for scientific publications of research results (Subekti, 2018; Sugilar et al., 2017). Other researchers emphasize the importance of policy direction and management of scientific publication of research results (Priatna et al., 2020; Sugilar et al., 2017). Some researchers emphasize the importance of cooperation, partnership and collaboration in research and scientific publications (López Pellisa et al., 2020; Maryono & Surajiman, 2017; McMillan et al., 2020;). Some other researchers emphasize the importance of disseminating article writing policies (Triyanto et al., 2020), conducting academic writing workshops (Fadhilaturrahmi et al., 2020; Putra & Saputra, 2019) and article writing training for lecturers and students (Falah, 2019; Fernandez et al., 2020).

In addition, several researchers highlight the importance of writing centers, which are widely established in many leading universities abroad (Bhakta, 2019; Fischer, 2003; Fowler-Amato, 2020; King et al., 2018; North, 1984). These centers are designed to support students in developing their academic writing skills (Tamboli, 2020). They are usually managed by professional staff (Siemann, 2020) and involve academic writing experts who act as coaches (Anderson, 2020; McMurray, 2020). Writing centers also provide practical guides and references to assist students during the learning process (Coit, 2004; Org, 2019). Students can schedule sessions with a coach (Wilder, 2020), where they receive continuous guidance and constructive feedback (Williams, 2004; Bakla, 2020). This feedback process is essential to improving the quality of students' writing (Bakla, 2020; López-Pellisa et al., 2020; Org, 2019; Samyoun et al., 2020). Moreover, training is delivered through various creative activities (Tremblay-Wragg et al., 2020), helping students not only to practice but also to develop a genuine interest in academic writing (Hayot, 2014; Kiriakos & Tienari, 2018).

2. Exploring Reputable Journals through Journal Finder Tools

In line with this growing emphasis on research quality, Indonesia has implemented a journal classification system known as SINTA, which ranks journals from SINTA 1, the highest, to SINTA 6, the lowest. The Science and Technology Index (SINTA) assesses journal performance based on accreditation and citation standards, indexing national journals accredited by the National Journal Accreditation (ARJUNA-Akreditasi Jurnal Nasional)

(Ahmadi, 2019). Reputable journals are those ranked between SINTA 1 and SINTA 3, which generally serve as platforms for high-quality research, while SINTA 4–6 journals are newer publications. This system is intended to maintain research quality while providing a wide range of publication opportunities [Wibisono, 2022]. The increase in quality publications, especially in fields like English Language Teaching (ELT), reflects Indonesia's progress in academic research.

In addition to national indexing systems, many international journals are indexed in global databases such as Scopus, where journals are categorized into quartiles (Q1–Q4) based on citation impact and academic influence. Understanding journal indexing helps students recognize differences in journal reputation, scope, and scholarly standards.

However, publishing in reputable journals is not only about ranking or citation metrics. It is also closely connected to publication ethics. Publication ethics refers to the principles that ensure honesty, transparency, and responsibility in academic publishing. Ethical publishing practices include the following aspects:

- a. Clear Authorship and Affiliation. Authors must clearly state their names, institutional affiliations, and countries to show academic responsibility and accountability.
- b. proper citation and avoidance of plagiarism. This shows that ideas taken from other scholars are clearly credited, helping to avoid plagiarism.
- c. Complete reference list. All sources cited in the text must appear in the reference list.
- d. Ethics statement/ participant consent. If a study involves human participants (e.g., students, teachers), the article should mention ethical approval or informed consent. This statement is usually found in the Method section.
- e. Acknowledgement/ funding disclosure. Authors should acknowledge financial support or contributions from institutions or individuals.

It is important to note that not all ethical aspects apply to every type of research. Some articles, such as literature reviews or document-based studies, may not involve human participants or external funding. In such cases, certain ethical indicators are marked as Not Applicable (N/A). This does not indicate a weakness; rather, it reflects the nature of the study.

For students, understanding publication ethics is essential because academic writing is not only about producing structured texts, it is about developing integrity as emerging scholars. By examining how published articles present ethical statements, acknowledgements, and citation practices, you learn how responsible research is reported and communicated.

For students, understanding publication ethics is essential because academic writing is not only about producing well-structured texts—it is about developing integrity as emerging scholars. By examining how published articles present ethical statements, acknowledgements, and citation practices, students learn how responsible research is reported and communicated.

Understanding publication ethics helps students to:

- a. avoid plagiarism
- b. cite sources correctly
- c. report research transparently
- d. prepare academic articles in accordance with journal standards

In this section, you will explore both journal reputation and publication ethics through the use of journal finder tools. Through this exploration, you will learn how to:

- a. match a research topic with an appropriate journal scope,
- b. identify journal indexing and ranking systems,
- c. recognize ethical indicators within published articles, and
- d. reflect on how publication standards shape academic writing practices.

This task is designed to foster independent learning, critical observation, and ethical awareness before engaging in collaborative discussion. By exploring real journal articles, you will not only compare research structures and styles but also understand the ethical foundations that support credible academic publishing.

Worksheet 1.2 – Finding and Comparing Two Journal Articles on the Same Topic

Main Task

Find two journal articles on the same topic in English Education, then compare their structure, style, and research approach.

Part A – Guided Steps: How to Find Journal Articles

Step 1 – Decide Your Topic

Choose one focused topic in English Education.

Examples:

- a. Technology in EFL classrooms
- b. Students' motivation in learning English
- c. Peer feedback in academic writing
- d. AI in language learning

Write your topic here:

Topic: _____

Step 2 – Use Academic Search Tools

You may use:

- a. Google Scholar to search for a wide range of academic articles and access abstracts and citations.
- b. Consensus
- c. Chat GPT

Step 3 – Searching Strategy (Follow These Instructions)

1. Go to the search platform (Google Scholar or Consensus)
2. Type your topic using **specific keywords**.

Example:

- a. “peer feedback in EFL writing classrooms”
- b. “AI tools in English language learning”
3. Read only the title and abstract first.
4. Select two articles that clearly focus on the same topic.

Step 4 – Using AI (ChatGPT) to Support (Not Replace) Your Search

After selecting two articles:

You may ask AI:

- a. “Summarize the research focus of this abstract.”
- b. “What research method is used in this study?”
- c. “Are these two studies investigating the same issue?”

⚠ Important:

- 1) Do not copy AI responses.
- 2) Use AI only to clarify your understanding.
- 3) Always confirm with the original article.

Part B – Article Identification Table

Item	Article 1	Article 2
Title		
Author(s)		
Year of Publication		
Journal Name		
Journal Scope		
Journal Indexing System		
Publisher/ Country		
Research focus		

PART C- Ethical Indicators in the Article

Instructions:

Read two selected journal articles. Mark Yes / No / N/A and provide short evidence.

Ethical Aspects	Article 1	Article 2	Notes/Evidence
Clear author affiliation	Yes/No	Yes/No	Institution and country stated?
Proper in-text citations	Yes/No	Yes/No	Sources cited correctly?
Complete reference list	Yes/No	Yes/No	All citations listed?
Ethics statement / consent (if applicable)	Yes/No/N/A	Yes/No/N/A	Ethical approval or participant consent mentioned?

Acknowledgement / funding disclosure	Yes/No	Yes/No	Funding or contributor recognition included?
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Part- D Article Comparison Table

Complete the table based on your own reading.

Aspects	Article 1	Article 2	Similarity	Differences
Research Problem				
Research Objectives				
Methodology (Quantitative/Qualitative/Mixed)				
Participants				
Data Collection Methods				
Use of Citations				
Strengths				
Challenges for Student Readers				

Part E - Analytical Reflection

Answer in paragraph form:

1. Which article is easier to understand? Why?
2. What structural similarities do most academic journal articles share?
3. What differences did you notice in writing style or research design?
4. What did you learn about how journal articles are written?
5. How will this comparison help you write your own academic article?

SHARING AND DISCUSSION

Scientific article writing is a process that involves many stages, from developing an idea to submitting a manuscript for publication. Each stage requires specific knowledge, skills, and awareness of the expectations set by journals and reviewers. For many students, understanding these stages can be difficult without real-life insights from experienced scholars or journal editors. Therefore, discussing and preparing questions as a group will help students clarify their understanding and focus on what they really want to know about the publication process.

Through group discussion, students have the opportunity to reflect on their own experiences with academic writing and connect them with the challenges of publishing in journals. By working collaboratively, they can generate meaningful questions that not only reflect their curiosity but also guide them toward a deeper understanding of what makes an article publishable. This process also encourages students to think critically, compare perspectives, and learn how to formulate academic inquiries.

The questions developed in this session will serve as the foundation for the upcoming interview with journal editors, reviewers, or lecturers with strong publication experience. This means that the quality of the questions created here will directly influence the depth of insights students can gain in the next stage. Therefore, it is important for each group to take the discussion seriously, explore different angles, and prepare clear and focused questions. This way, the interview will become a valuable learning experience about the realities of scientific publishing.

Worksheet 1.3 - Generating Questions on Academic Writing and Journal Publication

Instructions

1. Form groups of 3–4 students.
2. Discuss your experiences and knowledge about academic writing and journal article publication.
3. Together, create a list of at least 3 questions for each of the following categories.
4. Remember: The questions you create here will be used in the next meeting for an interview session with journal editors or reviewers, who will share their real experiences about why articles are accepted or rejected.

<p>Category 1 – Process <i>Steps in writing a scientific article</i> Write down your group’s questions: 1. 2. 3.</p>	<p>Category 2 – Quality <i>Characteristics of a high-quality scientific article</i> Write down your group’s questions: 1. 2. 3.</p>
<p>Category 3 – Challenges <i>Common obstacles faced by writers and their solutions</i> Write down your group’s questions: 1. 2. 3.</p>	<p>Category 4 – Resources <i>Support, media, or tools needed for writing</i> Write down your group’s questions: 1. 2. 3.</p>
<p>Category 5 – Structure & Content <i>Main components of a Research Article (RA) in English Language Education</i> Write down your group’s questions: 1. 2. 3.</p>	

DRAFTING AND REFINING

After each group uploads the 15 questions developed in the previous stage, this stage focuses on expert validation and refinement. The primary goal is to ensure that the questions are appropriate, relevant, and professionally framed for submission to journal editors, reviewers, or lecturers with expertise in academic publication.

At this stage, the lecturer reviews all 15 questions from each group and evaluates whether they meet the standards of clarity, focus, relevance, and ethical appropriateness required in academic publishing contexts. The lecturer then provides written and/or oral feedback, including suggestions for rewording, narrowing the focus, or removing questions that are redundant or unsuitable.

Based on the lecturer’s feedback, each group is required to revise their questions. Only questions that have been approved by the lecturer are considered ready for use in the subsequent Interview stage. This validation process ensures that the questions are not merely discussion-oriented but are academically sound and suitable for professional communication with editors and reviewers.

Worksheet 1.4 - Refining and Finalizing Interview Questions

Instructions

1. Transfer your group's 15 questions from Worksheet 1.3 into this worksheet.
2. The lecturer reviews each question and provides feedback regarding:
 - a. clarity of wording,
 - b. relevance to scientific article writing and publication, and
 - c. suitability for asking editors, reviewers, or publication experts.
3. Revise each question based on the lecturer's suggestions.
4. Mark the revised question with a ✓ once it has been validated by the lecturer and is ready to be used in the upcoming Interview stage.

ASSIGNMENT

In this assignment, each group will conduct a field interview with a journal editor, reviewer, or lecturer who has extensive publication experience.

Purpose

The purpose of this activity is to help students gain deeper understanding of the publication process by exploring the expectations, challenges, resources, and evaluation criteria that are commonly applied in reviewing scientific articles.

Instructions

1. Prepare a set of interview questions based on the following categories:
 - a. **Process:** Steps in writing and submitting a scientific article.
 - b. **Quality:** Characteristics of a high-quality scientific article.
 - c. **Challenges:** Common obstacles faced by authors during writing and submission.
 - d. **Resources:** Support, tools, or resources needed for writing.
 - e. **Structure & Content:** Main components that must be included in a research article.

2. Arrange a schedule and conduct the interview in a professional manner.
3. Take detailed notes during the interview, highlighting important advice, suggestions, and observations.
4. Summarize the findings by identifying patterns, recurring feedback, and practical recommendations.

Assignment Report

Each group submits a written report that includes:

1. Key insights from editors or reviewers.
2. Frequent challenges faced by authors.
3. Recommended resources and support for improving scientific writing.
4. Suggestions for improving manuscript clarity, structure, and content.

SECTION 2

INTERVIEW STAGE

The *Interview Stage* is regarded as a crucial phase in the QuiryThink learning model, where the practices and conventions of scientific article writing are explored through direct inquiry. Unlike the *Question Stage*, which emphasizes curiosity and problem identification, this stage is extended into deeper investigation by engaging with the real experiences of authors, reviewers, and journal editors. Through interviews, first-hand insights are obtained regarding the process of writing, submitting, and publishing scientific articles in reputable journals.

At this stage, important aspects of academic writing are identified, such as the steps involved in preparing a manuscript, the characteristics of a high-quality article, and the challenges frequently encountered during the publication process. Authentic perspectives are provided through interviews, which cannot always be gained from textbooks or guidelines alone. For instance, strategies for overcoming rejection, responding to reviewer feedback, or aligning manuscripts with journal requirements may be revealed by respondents, offering a realistic picture of what it takes to succeed in academic writing.

Collaboration and reflection are also emphasized in this stage. After interviews are conducted, findings are presented and discussed in groups, allowing common patterns, recurring challenges, and shared solutions to be identified. Through this process, understanding is deepened, analytical skills are sharpened, and connections are established between interview data and the needs of novice writers. In this way, individual insights are transformed into collective knowledge.

The *Interview Stage* additionally incorporates authentic academic resources, such as journal author guidelines and sample articles from reputable publications. While lived experiences are revealed through interviews, journal guidelines highlight formal standards, and published articles illustrate how those standards are realized in practice. By connecting these three sources—personal testimony, formal rules, and real examples—a holistic understanding of scientific article writing is fostered, emphasizing that successful publication requires both theoretical knowledge and practical awareness.

Ultimately, the *Interview Stage* is recognized as playing a vital role in preparing novice authors for academic writing and publishing. Investigative skills, critical thinking, and collaborative learning are cultivated, while confidence in navigating the academic publishing landscape is enhanced. By linking interview findings with journal standards and sample articles, this stage equips writers with the knowledge and tools necessary to recognize the characteristics of a publishable scientific article and to apply these insights in their own writing practice.

UNIT 2 INVESTIGATING PRACTICES AND CONVENTIONS IN SCIENTIFIC ARTICLE WRITING

Learning Objectives

After completing this course session, students are expected to be able to:

1. Identify the process of writing scientific articles in English Language Education
2. Explain the characteristics of a high-quality scientific article according to academic standards.
3. Identify the writing requirements based on journal guidelines from reputable journals.
4. Explore the challenges faced by article writers and the solutions they implement.

Skill Focus of This Session

This session is designed to develop students' academic writing competence through a gradual progression from understanding established conventions to critically engaging with real academic practices.

Micro Skills Developed

In this session, students will develop the ability to:

1. recognize the stages involved in writing scientific articles in English Language Education,
2. identify key quality indicators of publishable academic articles,
3. interpret journal author guidelines related to structure, formatting, referencing, and ethics,
4. extract relevant insights from writers' experiences regarding challenges and practical solutions.

These micro skills support students' comprehension of academic norms and conventions that govern scientific writing.

Macro Skills Developed

Building on these foundational abilities, students will develop the capacity to:

1. critically evaluate scientific articles against recognized academic standards,
2. connect journal requirements with real-world writing and publishing practices,
3. synthesize insights from guidelines and practitioner experiences to inform their own academic writing decisions.

These macro skills prepare students to approach scientific writing as a strategic, reflective, and standards-driven academic practice.

BRAINSTORMING

In the previous meeting, you conducted interviews with journal editors, reviewers, or experienced authors to explore their perspectives on scientific article writing. Now, in this session, students are asked to share your group's findings with the class. To make your presentation clear and effective, follow these steps with your group:

Step 1: Share

Present the key insights from your interview (e.g., process, challenges, article quality, or resources).

Step 2: Explain

Tell the class why these insights are important for understanding the practices and conventions of scientific article writing.

Step 3: Connect

Relate your findings to your own needs as a student writer, and suggest questions or ideas to explore in the next activity.

At this stage, you will reflect on and explore the insights gained after listening to other groups' presentations of their interview findings. The goal is to deepen your understanding of scientific writing practices and identify patterns across different groups' experiences.

Worksheet 2.1 – Insight from interview data

After reviewing and comparing your findings with those of other groups, discuss the following questions:

1. What are your findings about the *process* of writing and submitting a scientific article? What common patterns can you identify when compared with other groups' findings?
2. Based on your interview results, what are the *characteristics of a high-quality scientific article* and the *challenges* authors often face? What common patterns can you identify when compared with other groups' findings?
3. From your experience interviewing the respondent, what understanding did you gain about the *resources, support, or structural components* that are important in writing a scientific article? What common patterns can you identify when compared with other groups' findings?

INDIVIDUAL EXPLORATION

At this stage, students are encouraged to explore new materials that can deepen their understanding of scientific writing practices. The focus is on connecting their previous interview findings with authentic resources from reputable journals. Two key resources are provided: **Journal Guidelines** and **Sample Articles**. Both of these resources serve as practical tools to help students see the expectations of academic publishing and how those expectations are realized in real publications.

The transition from interview results to written guidelines and published articles is important. Interviews provide insights into the experiences of editors, reviewers, and published authors, while guidelines and articles show how those insights are applied in practice. By combining both, students will be able to understand the process of writing and publishing not only from theory and opinion but also from actual evidence.

1. Journal Guidelines

Journal guidelines are official instructions issued by publishers to ensure that all submitted articles meet professional and academic standards. These guidelines usually include details about article length, required structure (such as title, abstract, introduction,

methods, results, discussion, and conclusion), citation and referencing style, formatting rules, and ethical considerations like plagiarism and originality.

For students, studying journal guidelines provides a clear picture of what editors and reviewers expect from a manuscript. It also emphasizes that successful publication is not only about having strong research ideas but also about presenting them in a way that matches the journal's standards.

In this subsection, students will:

- 1) Review *Author Guidelines* from reputable journals in English Language Education.
- 2) Identify similarities and differences in structure, formatting, and referencing style.
- 3) Discuss why following journal guidelines is essential for publication success.

To illustrate this more concretely, below is an excerpt from the Author Guidelines of two respected journals

1. **Indonesian Journal of Applied Linguistics (IJAL)**, a Q2-ranked journal in the field of linguistics and language education ([IJAL Author Guidelines](#)):
2. Meanwhile, **Cakrawala Pendidikan**, an international education journal indexed in **Scopus Q3**, presents its Author Guidelines in two parts: a **Journal Template** and a **Prior Submission Checklist**, both of which guide authors in preparing manuscripts that meet the journal's requirements ([Cakrawala Pendidikan Author Guidelines](#)).

a. Author guidelines of IJAL Journal:

1. Prior to submission, register and login as an author to the system.
2. Manuscript must be submitted through the system of the journal. Manuscript submissions through email will not be considered.
3. The manuscript should contain between 5,000 to 7,000 words with single space (excluding Abstract and Reference section) and in one column style.
4. The submitted manuscript is in English with doc., docx., or rtf. formats, single space, 12 font size, *Times New Roman*, A4 paper with 2.54 cm margins.
5. No header or footer is required. If needed, the author may use an endnote instead of footnote.

6. The main headings include ABSTRACT, INTRODUCTION, METHOD, FINDINGS, DISCUSSION, CONCLUSION, and REFERENCES. Authors are allowed to use subheadings under the main headings. If necessary, ACKNOWLEDGEMENT and APPENDIX may be included.
7. The title should be no more than 15 words, in sentence case, centered, 14 font size.
8. The abstract must be between 200-250 words, consisting of the background of the study, the purpose of the paper, research methodology, and main findings/results, and conclusion. Following the abstract, write three to five keywords.
9. The introduction should consist of the background of the study, research contexts, literature review, and research objectives.
10. Introduction should be presented in the forms of paragraphs with the proportion of 15-20% of the whole article length.
11. The method section consists of description concerning the research design, research site and participants or documents, data collection, and data analysis with the proportion of 10-15% of the total article length.
12. The method section can be in a unified form or using subheadings.
13. The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.
14. The conclusion section consists of the summary and restatement of the main findings.
15. Quotation, citations, tables, figures, and references must comply with the APA 7th edition citation style.
16. Every source cited in the body of the article should appear in the reference, and all sources appearing in the reference should be cited in the body of the article.
17. The sources cited should at least 80% come from those published in the last 5 years. The sources cited are primary sources in the forms of reputable journal articles (strongly recommended), books, and research reports, including theses and dissertations. Citations from journal should be at least 80% of the total references cited.

18. Citation is done using bracket (last name and year of publication). When the sources are cited verbatim, page number is included (p. 78 or pp. 78-89).
19. All forms of communication between the authors and the journal is via managingeditor.ijal@upi.edu or +62 81 321 028 274 (WhatsApp). Communication to other emails will not be considered.

b. IJAL Journal Template

Title – not more than 15 words times new roman font size 14, bold, centred, sentence case

Author's Name, times new roman, Sentence Case, Font Size 12, Centered

Affiliation (Study program, Faculty, Institution, Institution Address) times new roman font size 10 in italics, centred

Author(s) email times new roman, font size 10, centred, single spacing

First Received: (the date you send the manuscript)

Final Proof Received: (the date you send the final version)

Abstract

The abstract should be written in one paragraph and must be between 200-250 words, consisting of the background of the study, the purpose of the paper, research methodology, and main findings/results, and conclusion. Following the abstract, write three to five keywords. TNR, font size 9, single spacing.

Keywords: Keyword one; keyword two; keyword three; keyword four; keyword five - TNR, 11, single spacing (no more than two lines)

MAIN HEADINGS – FONT SIZE 12, BOLD, CAPITALISED

Subheadings – Font size 12, Bold, Sentence case

Subheadings – Font size 12, Bold, Italic, Sentence case

INTRODUCTION

The article should be between 15-20 pages (not more than 7000 words), single-spaced, 10 point Times New Roman font, excluding references and appendices. Use no indent for the first paragraphs and do not leave a space between paragraphs.

The following paragraphs is indented first line 0.75cm. The introduction should consist of the background of the study, research contexts, literature review, and research objectives.

Review of literature can be merged into INTRODUCTION

subheading

METHOD

The method section consists of description concerning the research design, research site and participants or documents, data collection, and data analysis with the proportion of 10-15% of the total article length.

Respondents

Subheading

Instruments

Procedures

Data analysis

etc.

FINDINGS AND DISCUSSION

The findings and discussion section consist of description of the results of the data analysis to answer the research question(s) and their meanings seen from current theories and references of the area addressed. The proportion of this section is 40-60% of the total article length.

Subheading 1 (research question 1)

Subheading

Subheading 2 (research question 2)

Subheading

Subheading 3 (research question 3)

Subheading

Etc.

CONCLUSION

The conclusion section consists of the summary and restatement of the main findings.

CITATION:

Use APA 7 edition for in-text citations and the reference list.

FIGURE AND TABLES

Place titles of Figures after the figures and Tables preceding them using Times New Roman font size 10 for the title.

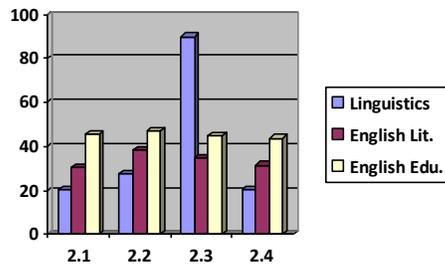
Table 1

Number of Articles Published in IJAL from 2011 to 2016

<u>Year</u>	<u>No</u>	
2005	7	The font of the table is Times New Roman (font size 9)
2006	5	
2007	5	
2008	6	
2009	6	
Total	29	

Figure 1

Number of Subtheme Published in IJAL



ACKNOWLEDGEMENTS

Indicate sources of funding or help received in carrying out your study and/or preparing the manuscript if any before the **references**.

REFERENCES (Examples)

- Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved February 9, 2013, from <http://owl.english.purdue.edu/owl/resource/560/01/>.
- Ball, S., Kenny, A., & Gardiner, D. (1990). Literacy, politics and the teaching of English. In I. Goodson, & P. Medway, (Eds.), *Bringing English to order* (pp. 47-86). The Falmer Press.
- Big drop in students studying O-level literature. (1997, August 16). *The Straits Times*, p. 3.
- Chambers, E., & Gregory, M. (2006). *Teaching and learning English Literature*. Sage Ltd.
- Choo, S. (2004). Investigating Ideology in the Literature curriculum in Singapore. Unpublished master's thesis. Department of English Language and Literature: National University of Singapore.
- Choo, S. (2011). On literature's use(ful/less)ness: Reconceptualising the literature curriculum in the age of globalisation. *Journal of Curriculum Studies*, 43(1), 47-67.
- Curriculum Planning and Development Division. (2007). *Literature in English, teaching syllabus*. Ministry of Education: Singapore.

c. Cakrawala Journal Template



Cakrawala Pendidikan
Jurnal Ilmiah Pendidikan
Vol. X No. X, February XXXX, pp.1-14
<https://journal.uny.ac.id/index.php/cp/issue/view/XXXX>
DOI: <https://doi.org/10.21831/cp.v43i1.XXXXX>

Title of article, brief and concise, articulating contents (center, bold, Times New Roman 14, maximum of 13 words)

First Writer^{1*}, Second Writer¹, Third Writer² (Full names without titles, Bold, TNR 11)

¹University/Institution of First and Second Writer, Country

²University/Institution of Third Writer, Country

*Corresponding Author: writer@email.ac.id

ABSTRACT (Bold, TNR 10)

Reflecting the substance of the whole contents of the article and enabling readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, objective of the study or focus of discussion, method or necessary research steps, findings and discussion, and conclusion. The title and abstract are in English, in a single paragraph, single spacing, Times New Roman 10, and about 200 words maximum.

Keywords: listing important terms, enabling readers to find articles, 3-5 terms, TNR 10, written below abstract

Article history

Received:
date

Revised:
date

Accepted:
date

Published:
date

Citation (APA Style): To be added by editorial staff during production

INTRODUCTION (BOLD, TNR 12)

It contains backgrounds of the problem, depiction, and further scrutiny of the problem or the gap between what is idealized and reality, supported by relevant theories, recent research, and the study's objective. The problem should offer a new research value or benefit as an innovative endeavor, written 20% of the whole body, including the title and abstract. Use Times New Roman 11. Cakrawala Pendidikan use Mendeley with APA style 7 ed. to write down the citation.

METHOD (BOLD, TNR 12)

Write out briefly, concisely, clearly, and adequately so it can be replicated. This section explains the research approach, study subjects, conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. These are not theories. Generally known formulas should not be written down for statistical use. Any specific criteria used by the researcher in collecting and analyzing the research data should be **thoroughly** described, including the quality of the instruments, the research material, and the data collection procedure. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body.

FINDINGS AND DISCUSSION (BOLD, TNR 12)

For ease of reading and comprehension, findings are presented first, followed by discussion. It should provide a concise and precise description of the experimental results, the interpretation, and the conclusions that can be drawn. The Findings subtitle and Discussion subtitle are presented separately. This section should occupy a minimum of 60% of the whole body of the article.

Findings (Bold, TNR 11)

The results of data analyses can be presented in tables, graphs, figures, or any combination of the three. Tables, graphs, or figures should not be too long, too large, or too many. The writer is advised to use decent variation in presenting tables, graphs, or verbal descriptions. All displayed tables and graphs should be referred to in the text. The format of the tables is shown in Table 1. Tables do not use column (vertical) lines, and row (horizontal) lines are used only for the head and tail of the table. The font of the table entry may be reduced. Figures in the table should not be over-repeated in the narration before or after the table. All figures and tables should be cited in the main text, such as Figure 1, Table 1, etc.

Table 1. Length-weight of sections

Name	Length in percent	Notes
Introduction	20	Maximum (include title and abstract)
Method	10	Up to 15% for quantitative research
Findings and discussion	60	Minimum
Conclusion and references	10	Approx. ¹

Note: Tables may have a footer if needed in TNR 9

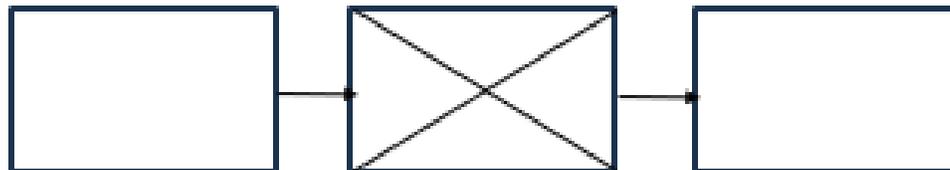


Figure 1. This is a Figure. Schemes Follow the Same Formatting

Formatting of mathematical components (Italic, bold, TNR 11)

This is example 1 of an equation:

$$a = 1 \dots\dots\dots (1)$$

The text following an equation should not be in a new paragraph. Please punctuate equations as regular text.

This is example 2 of an equation:

$$a = b + c + d + e + f \dots\dots\dots (2)$$

The text following an equation should not be in a new paragraph. Please punctuate equations as regular text.

The thousands are marked using commas; e.g., 1200300 is written as 1,200,300. Decimal points are marked with a period followed by two number digits, e.g., 12.34. For figures lower than 1, the zero is unnecessary, e.g., .12.

The alphabet is italicized for mathematical symbols or notations, but Greek letters are written upright using the correct symbols. The equal sign is given a punch space before and after, e.g. (English format): $r = .456$; $p = .008$. For statistical values with degrees of freedom such as t , F , σ or Z , the degree of freedom is written in braces such as $t(52) = 1.234$; $F(1, 34) = 4.567$. Statistical calculation for hypothesis testing should be completed with effect sizes; for example, the t -test using Cohen's d , the F -test using partial eta squared, or other posthoc tests in line with the references under consideration.

For qualitative research, findings should substantially be presented in a condensed report based on results from rigorous qualitative data analysis. Tables, diagrams, charts, or other data visualizations may be presented to facilitate ease of reading. Authentic evidence from empirical data (e.g., excerpts from interview transcripts, field notes, documents) should be presented in a reasonable amount of texts that do not surpass the authors' statements on their findings.

Discussion

The author should discuss the results and how they can be interpreted from the perspective of previous studies and the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

Referencing in the body of the article uses braces: (...); an example with one author: (Shin et al., 2022); two authors: (Wardhaugh & Fuller, 2023), and three to five authors: (Couper & Watkins, 2016; Lindahl & Watkins, 2015; Michaleva & Regnier, 2014; Tajeddin, 2012).

Authors' names can also be mentioned outside the braces, e.g., Yang & Li (2021), following the writing style. For direct quotations or particular facts, the page number (numbers) is needed, e.g. (Couper & Watkins, 2016, p. 45) or (Benahmia & Brown, 2022, pp. 44-45).

It is advised not to use too many direct quotations. One should be used, however, and it should be written in the "..." format in the paragraph for a quotation of fewer than 40 words. For a direct quotation of more than 40 words, it is written in a separate block (outside the paragraph), half an inch indented from the left margin, with no quotation marks, and followed by (name of the author, year, page number)

CONCLUSION

Intended not only to repeat findings. The conclusion contains substantialization of meaning. It can present a statement of what is expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that compatibility exists. An addition can be made concerning the prospects of enriching the research findings and developing the potential for future research.

ACKNOWLEDGMENT

Intended to pay gratitude to sponsors, fund bearers, resource persons, and other parties with essential roles in the study. The writer needs permission from persons or institutions to mention them in the acknowledgments. Editors need not be acknowledged in writing.

REFERENCES

The reference entry is arranged in alphabetical order. All that is referred to in the text must be listed in the reference list, and all written in the reference list must be referred to in the text. Using current articles from Web of Science/Scopus-indexed journals as reference sources is advisable, rather than books or proceedings. The writer is obliged to list all the references validly according to the sources and URL (https of the DOI (*digital object identifier*) when available), particularly for entries from journals. In the case of cities of publication, differences should be made between writing cities in the USA and cities outside the USA, for example.

Abidasari, E., Sebgini, K. N. W., & Inayati, N. (2021). Bright English textbook development for primary school grade 6 in Batu city. *PIONEER: Journal of Language and Literature*, 13(1).

While journal guidelines provide a theoretical framework of what editors expect, published articles show how those guidelines are applied in real writing. To gain a more practical understanding, students need to analyze sample articles from reputable journals.

2. Sample Journal Articles

Sample articles from peer-reviewed, high-quality journals offer students concrete examples of publishable work. By studying them, students can observe how authors organize their articles, develop arguments, use evidence, and follow the journal's specific requirements. These articles also serve as models of clarity, coherence, and academic style that students can learn from and adapt to their own writing.

Reading sample articles also helps students make connections between the written guidelines and actual practice. For instance, if a guideline specifies that the abstract must summarize objectives, methods, results, and implications, students can look at how each published article structures its abstract accordingly.

In this subsection, students will:

- 1) Read selected articles from reputable journals in English Language Education.
- 2) Observe how each section of the article (abstract, introduction, methods, results, discussion) is written.
- 3) Compare published articles with journal guidelines to identify consistency and differences.

To illustrate this more clearly, the following is an excerpt from a published article in a reputable journal. The article *"BIPA teachers' perspectives on Digital Game-Based Language Learning (DGBLL): Attitudes, benefits and challenges in teaching Indonesian as a foreign language."* by Laily Rahmatika, Yanti Sariasih, M Monjurul Islam, Tri Agustini Solihati, and Sigit Haryanto, published in the Indonesian Journal of Applied Linguistics (IJAL), can be accessed in full at this link :

<https://ejournal.upi.edu/index.php/IJAL/article/view/75959/32634>

By analyzing both journal guidelines and sample articles, students gain a comprehensive understanding of scientific writing expectations. Guidelines provide the rules, while sample articles provide real applications. Together, these resources equip students with the knowledge they need to prepare their own manuscripts that meet academic publishing standards.

Worksheet 2.2- Comparing Interview Insights with Journal Guidelines

1. Review the provided materials carefully.
2. Compare the content with the insights you gained from your interviews. Consider:
 - a. How do your interview findings align or differ from the journal guidelines?
 - b. What practices or standards in the sample articles reflect (or contrast with) what you observed during interviews?
 - c. Are there any challenges or strategies mentioned in your interviews that are addressed in the materials?
3. Identify key similarities, differences, and patterns that indicate key characteristics of high-quality scientific writing?

This activity helps you connect real-world experiences from interviews with formal standards and best practices in scientific publishing, enhancing your critical thinking and understanding of high-quality scientific writing.

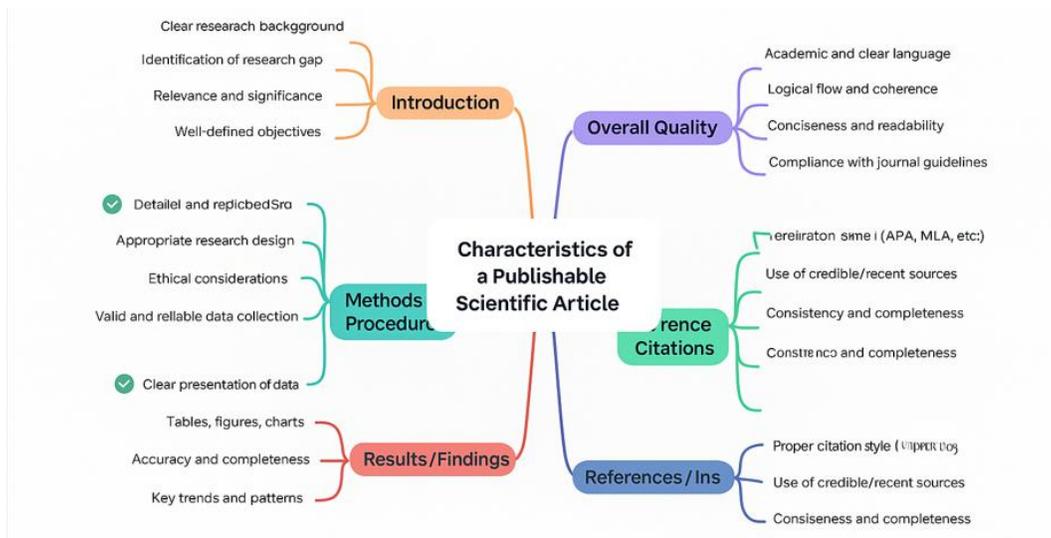
SHARING AND DISCUSSION

In this section you are required to organize and visualize the key characteristics of a high-quality scientific article that can be published in reputable journals, based on your interview insights and the provided materials (author guidelines and sample articles).

Worksheet 2.3 - Creating a Mind Map of a Publishable Scientific Article

Create a mind map on Canva with the central topic “Characteristics of a Publishable Scientific Article.” Develop main branches for the key sections of a scientific article, such as Introduction, Methods/Procedures, Results/Findings, Discussion/Analysis, and References/Citations. For each branch, add general sub-branches highlighting important elements, best practices, or common challenges based on three sources of information: your interviews with authors, reviewers, or journal editors; author guidelines from reputable journals; and sample articles from high-quality, peer-reviewed journals. Organize your mind map clearly, using colors, icons, or other visual elements to enhance readability and structure.

To better understand the essential elements of a publishable scientific article, it is helpful to visualize its main characteristics in a structured way. A mind map can provide a clear overview by organizing the core aspects of academic writing into key categories. These include the introduction, methods, results, overall quality, citations, and references. Each category highlights important components, such as clarity of research background, appropriate research design, logical flow of arguments, and adherence to citation standards. By reviewing this mind map, students can see how different parts of a scientific article are interconnected and contribute to the overall quality of a manuscript. It also serves as a guide to ensure that important details, such as methodological accuracy, clarity of results, and consistency with journal guidelines, are not overlooked. Below is an example of a mind map that illustrates the characteristics of a publishable scientific article:



DRAFTING AND REFINING

After creating your group mind map on the characteristics of a publishable scientific article, students will now individually present their reflections using a voice recording on Vocaroo.com. This method allows concise oral presentation of insights while saving classroom time.

Worksheet 2.4 - Drafting and Refining through Mind Map Presentation

Instructions:

1. Individually prepare a short presentation (2–3 minutes) summarizing the key points of your mind map. Include:
 - a. Main sections of a publishable scientific article (Introduction, Methods/Procedures, Results/Findings, Discussion/Analysis, References/Citations).
 - b. Key elements, best practices, or common challenges in each section.
 - c. At least one personal insight you gained from analyzing or creating the mind map.
2. Go to [Vocaroo.com](https://www.vocaroo.com) to record your presentation:
 - a. Click “Record” and deliver your presentation clearly.
 - b. Stop recording and click “Save” to generate a link.
3. Submit the Vocaroo link to the class platform before the next session.

SECTION 3

RECOGNIZE SECTION

In the *Recognize* stage, the structure and rhetorical patterns of scientific articles are analyzed. The main focus of this stage is to understand how academic papers are systematically organized through the use of rhetorical moves and steps that serve specific communicative purposes. By recognizing these patterns, the functions of each article section such as abstract, introduction, method, results, discussion, and conclusion. This understanding provides a strong foundation for producing scientific articles that meet the standards of reputable journals.

The learning process is initiated with a brainstorming activity, in which previous experiences in reading journal articles are recalled and common elements in each section are identified. Through this activity, the distinct purposes of article components, as well as the challenges often encountered in writing them, are recognized. In this way, both theoretical knowledge and prior learning experiences are drawn upon to build critical awareness of academic article structure.

To deepen understanding, published research articles are analyzed by identifying and marking rhetorical moves in each section. This practice sharpens the ability to recognize rhetorical structures while also introducing variations across articles, both in writing style and in strategies of argumentation. Through group discussion and comparison, similarities and differences are highlighted, along with their implications for article quality and acceptance in journals.

Finally, the *Recognize* stage emphasizes the application of this knowledge in the preparation of a research outline. An initial outline is drafted, including a title, background, research questions, objectives, methodology, and expected outcomes. By completing this process, the principles of academic writing based on rhetorical moves are internalized and used as a practical guide for developing scientific articles.

UNIT 3 ANALYZING THE STRUCTURE OF SCIENTIFIC ARTICLES

Learning Objectives:

After completing this session, students are expected to be able to:

1. Explain the basic concepts and functions of rhetorical and structural moves in scientific articles.
2. Recognize examples of rhetorical and structural moves in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).
3. Analyze and classify rhetorical and structural moves in published articles to extract general writing principles.
4. Draft an initial research outline (title, background, research gap, objectives, and method) using AI as a supportive tool for idea refinement.

Skill Focus of This Session

This session strengthens students' awareness of how scientific articles are rhetorically constructed and how those constructions guide readers' understanding. The learning progression moves from conceptual understanding to analytical competence and finally to guided production.

Micro Skills Developed

In this session, students will develop the ability to:

1. identify move patterns in different sections of scientific articles,
2. recognize linguistic signals that indicate specific rhetorical purposes,
3. organize key components of a research outline systematically,
4. use AI tools critically to refine ideas while maintaining academic ownership.

These micro skills help students decode how published articles are constructed and how meaning is strategically developed.

Macro Skills Developed

Building upon these foundational abilities, students will develop the capacity to:

1. critically analyze the rhetorical organization of published scientific articles,
2. generalize writing principles from authentic journal texts,
3. apply rhetorical awareness to design their own research framework,
4. integrate technological tools (AI) responsibly as part of an academic writing process.

Through these macro skills, students begin transitioning from readers of research to emerging research writers who understand not only *what* to write, but also *why* and *how* each section fulfills its communicative function.

BRAINSTORMING

In this stage, students are encouraged to activate their prior knowledge about the structure of a scientific article. To support this process, an interactive activity using Wordwall is used at the beginning of the brainstorming stage to help students recall and recognize the main components of a research article. The brainstorming activity aims to help students:

1. Recognize the common sections of a scientific article (Title Page, Abstract, Introduction, Methods, Results, Discussion, and Conclusion),
2. Identify the basic purpose and function of each section, and
3. Reflect on challenges they may face when writing each section.

Worksheet 3.1 Brainstorming Activity: Wordwall Quiz on Components of a Research Article

Activity Type: Match-Up (drag and drop)

Activity Title: *Make a Match: Components of Research Article*

Link: <https://wordwall.net/resource/13342551>

Description:

Students will complete an interactive Wordwall activity where they match each component of a research article (e.g., Title Page, Abstract, Introduction, Method, Results, Discussion,

Conclusion, Acknowledgement) with its correct description or function. The activity provides instant feedback, allowing students to review mistakes and retry.

Instructions for Students:

1. Click the link: [Wordwall Activity](#).
2. Once the page opens, press “Start” to begin the quiz.
3. You will see a list of research article components and a list of their descriptions/functions.
4. Drag and drop each component to the correct description.
5. After completing all matches, click “**Submit**” to check your answers.

INDIVIDUAL EXPLORATION

Understanding Structural Moves in Scientific Articles

Indonesia has enforced a policy to push Indonesian academics to publish their research papers in reputable international journals to elevate Indonesia’s publication quality. As a result, the number of published research articles has increased significantly. International journal articles generally follow a common structure consisting of several sections: title, abstract, introduction, literature review, methodology, findings and discussion, and a conclusion part. Each component serves a specific purpose in explaining the research as a whole. However, many Indonesian researchers still face challenges in meeting these standards. One major difficulty is their limited knowledge of English academic discourse and disciplinary conventions (Kurniawan et al., 2019). Therefore, in order to be able to write articles effectively, authors need to understand structural moves, the rhetorical steps that organize each section of a research article. Mastering these moves not only helps writers present their research clearly and persuasively but also ensures that their work aligns with international publishing standards.

To address these challenges, it is essential to examine how academic texts are organized through rhetorical move analysis. This approach, widely used in genre studies, helps explain the communicative purposes of different sections and the steps that realize them (Swales, 1990, 2004). Move analysis has been shown to be a valuable tool for novice researchers in understanding disciplinary conventions and aligning their work with

international academic standards (Kanoksilapatham, 2007; Pho, 2008a; Pratiwi & Kurniawan, 2021).

Before looking at real examples of scientific articles, students first need to understand what structural moves are. A move is a step a writer takes to achieve a certain purpose in a text (Swales, 2004). Knowing this helps students see common patterns in research articles and improve their own writing to meet academic standards. Most papers use the IMRaD format—Introduction, Method, Results, and Discussion—where each section has its own moves. The next section will explain these parts and their typical moves in detail.

1. Abstract

Abstract may become the first thing that a reader or examiner will read before making a decision on the value of the whole research paper. Hartley and Betts (2009) emphasize the importance of abstracts which may increase the possibility of being read if they provide more information about the article. Similarly, Al-Shujairi et al. (2016) note that reviewers pay particular attention to the abstract, focusing on both its rhetorical structure and the language used. However, different rules and demands required by journals and book publishers make it challenging to produce well-qualified RA abstracts even for experienced scholars. (Friginal & Mustafa, 2017). Rhetorically, an abstract can consist of up to 5 moves: Move 1, introducing the research; Move 2, stating the purpose of the study; Move 3, explaining the methodology; Move 4, reporting the results and discussion; and Move 5, emphasizing the applications, broader implications, or the overall significance of the paper. A summary of this model is presented in Table 1 below.

Table 1. Move Analysis Model for Abstract
(Hakim et al., 2021; Hyland, 2007; Swales & Feak, 2009)

No	Move	Function
1	Introduction	Establishes context of the paper and motivates the research.
2	Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3	Method	Provides information on design, procedures, assumptions, approach, data, etc.
4	Product	States main findings or results, the argument, or what was accomplished.
5	Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

2. Introduction

The introduction, even though it is usually the shortest part of a research article, is very important because it decides whether readers will continue reading or not (Grant & Pollack, 2011). This section, which is usually about 5–7 paragraphs or the first few pages, shows the novelty of the study and explains how it is different from other research (Ahlstrom, 2017). Writing a good introduction is therefore very important, but it is also difficult for both new and experienced writers. To address this issue, Swales developed the Create a Research Space (CARS) model, first introduced in 1981, revised in 1990, and refined in 2004, with the 1990 version being the most widely applied and regarded as the most suitable for analyzing research article introductions. The CARS model outlines three key moves, each consisting of specific steps, that serve as a framework for structuring an effective introduction. In order to facilitate analysis, Swales also provides detailed descriptions of the structure and function of these moves, along with linguistic examples that typically characterize each step:

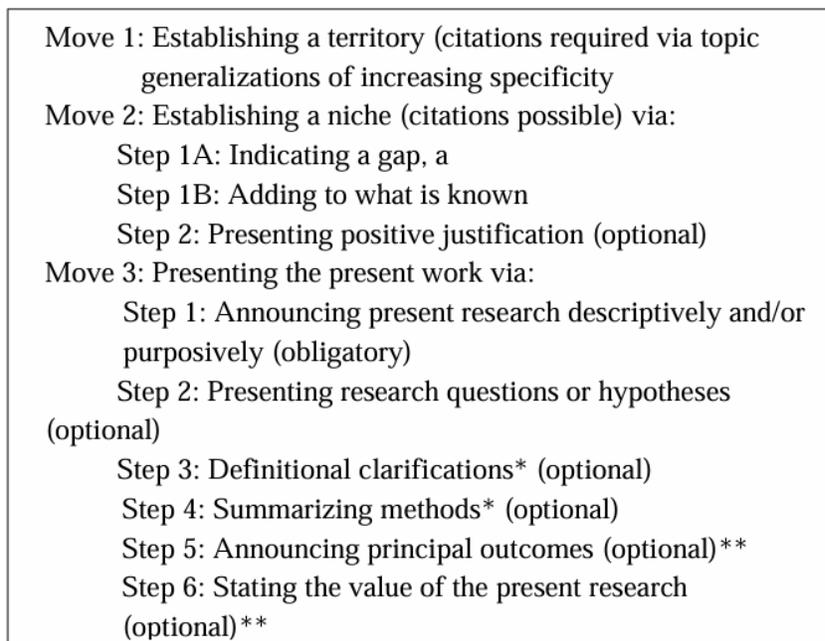


Figure 1. Swales' (2004, p. 230, 232) create a research space model

Swales' CARS model has three move structures which consist of several stages. Each move and step present the communicative function. In this model, Swales also proposes lexical and syntactical signals used to indicate the moves and steps. The lexical signals focus on specific words to signalize the move and step structures. Therefore, the syntactical signals indicate the sentence patterns of move and step structures. The framework and lexical and syntactical signal of each move and step are described below. 1.

Move 1: Establishing a territory

In this stage, the researchers need to claim a certain point that will be discussed in the research and review arguments of previous research (Swales & Feak, 2012).

a. Step 1: Claiming centrality

The author asks the discourse community (the audience for the paper) to accept that the research about to be reported is important, central, problematic, or relevant in some way.

Linguistic signals:

- 1) Recently, there has been growing interest in ...
- 2) The study ofhas become an important aspect of ...
- 3) ... has become a major issue ...
- 4) ... remains a serious problem ...
- 5) Knowledge of has a great importance for....
- 6) Many investigators have recently turned to....
- 7) The relationship between..... has been studied by many authors

Move 2: Establishing a niche

The author argues that there is an open “niche” in the existing research, a space that needs to be filled through additional research

a) Step 1A: Indicating a gap

The author demonstrates that earlier research does not sufficiently address all existing questions or problems.

Linguistic signals:

- 1) Although extensive research has been carried out on X, no single study exists which.....
- 2) However, these results were based upon data from over 30 years ago and it is unclear if
- 3) Little is known about X and it is not clear what factors...
- 4) To date, only a limited number of Xs have been identified....

b) Step 1B: Adding to what is known

This step emphasizes the gap in the existing territory.

Example:

- 1) Hence, given the highly specific EAP contexts under study, more in-depth qualitative studies are required to explore teachers’ voices and probe the cognitions and beliefs behind their reading comprehension policies and practices
- 2) Hence, in light of the importance of MI theory, course materials should be used in a way that encompasses all the eight intelligences in the classrooms

c) Step 3: presenting positive justification

It is marked by personal comment from the writers that this area is worthwhile and contributes to the improvement.

Linguistic signals:

- 1) One reason to take such an approach is that....
- 2) Another reason for determining the complete repertoire of chemical signals used for any particular communicative function is that

Move 3: Occupying the niche

In this move, the researcher introduces the present study in the context of the previous study drawn in Moves 1 and 2 (Swales & Feak, 2012).

a) Step 1: Announcing present research

This step involves introducing the current research and aims to clearly state what research is about and why it is being conducted

- 1) The aim of the present paper is to give ...
- 2) The main purpose of the experiment reported here was to ...
- 3) This study was designed to evaluate...
- 4) We now report the interaction of....

b) Step 2: Presenting Research questions or hypotheses

In this step, the research questions or hypotheses are explicitly stated. This provides a clear direction for what the research aims to address or test.

Examples”

- 1) This study seeks to answer the following research questions: How does social media usage affect self-esteem in adolescents?
- 2) We hypothesize that remote work positively influences employee productivity.

c) Step 3: Definitional clarifications

This step involves defining key terms or concepts that are central to the research. Clarifying definitions helps ensure that readers understand precisely what is being studied.

For example:

- 1) For the purposes of this study, “remote work” is defined as any work performed outside of the traditional office environment.
- 2) In this context, ‘mental health’ refers to emotional, psychological, and social well-being.

d) Step 4: Summarizing methods

This gives readers an overview of how the research was conducted

Examples:

- 1) Data were collected through a mixed methods approach, including surveys and in-depth interviews
- 2) The study utilized a longitudinal design, following participants over period of six months.

e) Step 5: Announcing principal outcomes

This step involves presenting the main findings or results of the research. It gives readers an idea of the key outcomes without going into extensive detail.

Examples:

- 1) The study found that high social media usage is associated with lower self-esteem among adolescents.
- 2) Results indicates that remote work significantly increases employee productivity.

f) Step 6: Stating the value of the present research

In this step, the significance or value of the research is stated. This explains why the research is important and what contributions it makes to the field.

Examples:

- 1) This research contributes to our understanding of the psychological impacts of social media on youth.
- 2) The findings provide valuable insights for organizations considering the implementation of remote work policies.

g) Step 7: Outlining the structure of the paper

This step involves providing an overview of the organization of the paper. It helps readers know what to expect in the subsequent sections of the document.

Examples:

- 1) The paper is organized as follows: Section 1 reviews the literature, Section 2 describes the methodology, Section 3 presents the results, and Section 4 discusses the findings and implications.
- 2) Following the introduction, the paper will detail the rhetorical frameworks, research design, results, and conclude with a discussion and future research directions.

Citation in Research Articles

Arsyad (2003) found that citations in Indonesian RAs are present throughout the introduction section of the RAs, even from the very beginning of the section. In addition, according to Yeh (2010), although citations are often used in all sections of a journal paper, they tend to be used more frequently in the introduction of the text. Arsyad (2003) also suggests that citations are used for several different communicative purposes. First, they are used to prepare readers' background information or knowledge, such as definition of key terms, a description of the history of research topics and government policy. This introduces the field of research in order to put it into the context of the specific research topic. The second purpose of citation is to support the importance of the research topic by demonstrating that the problem raised in the study actually exists; this is done by using facts and statistics quoted from literature sources. The last purpose of citation in the Indonesian RAs was to implicitly show readers that the authors are already familiar with the research topic; this is done by referring to the work of others relevant to the topic of the study. By so doing, the authors tell readers that they follow the latest developments on the topic of their research.

3. Method

Unlike the introduction, which follows Swales' CARS model (1990, 2004), the methods section does not have one fixed framework. However, studies show that certain rhetorical units, called *moves* or *steps*, commonly appear. The two most frequent are describing data collection procedures and describing data analysis procedures (ElMalik & Nesi, 2008; Li & Ge, 2009; Lim, 2006; Pho, 2008a; Tessuto, 2015). Other moves vary by discipline, such as describing experimental procedures (ElMalik & Nesi, 2008; Li & Ge, 2009), research site

(Huang & He, 2011; Tessuto, 2015), samples (Lim, 2006; Pho, 2008a), instruments (Pho, 2008a), statistical methods (Kanoksilapatham, 2015; Tessuto, 2015), and ethical statements (Kanoksilapatham, 2015).

Given the wide variation in how the methods section is structured across disciplines, it is necessary to adopt a framework that is both relevant and comprehensive for education-related studies. For this reason, Pho's (2008a) model of the methods section of applied linguistics and educational technology research articles was chosen as the initial coding scheme (see Figure 1).

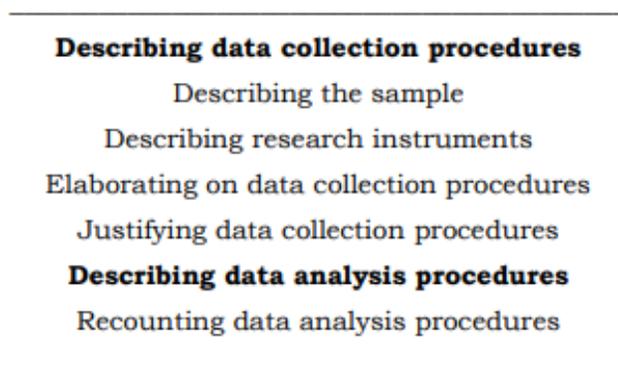


Figure 1: Pho's (2008a) Methods section model

Pho's (2008a) model was used as the starting point, but it did not cover all the purposes found in the data. Therefore, some new moves and steps were added, and the final coding scheme was developed, as shown in Table 2.

Table 2. Coding Scheme

Code	Move	Definition	The example
RD	Describing research design	Outlines the vital aspects of the research design	This research applied the descriptive method which attempted to describe the students' perception towards the use of weblog as teaching media in learning English subject.

DC	Describing data collection procedures		
DC1	Describing research context	Provides relevant background information as the general context for the research	The research took place in the context of higher education in Indonesia, specifically within an English Education Department at a mid-sized private university. The program emphasizes academic writing as part of its curriculum, making it a relevant site for investigating students' writing development.
DC2	Describing the sample	Describes in detail the sampling procedure and the major characteristics of the sample	The population of this research was the 5th graders in academic year 2015/2016 in one of Primary Islamic Bilingual School in West Java, Indonesia.
DC3	Describing instruments	Describes in detail the instruments, e.g., questionnaires, interviews, or tests, for collecting data needed to measure the variables	To get the data, this study applied questionnaire and semi-structured interview. The questionnaire which consisted of 25 items and comprised of four options each, in the form of Likert Scale which started from strongly agree to strongly disagree.
DC4	Elaborating on data collection procedures	Narrates the procedures of applying the	In this study, the researcher interviewed 20 students using semi-structured interview.

		instruments to the participants	They were given 8 questions toward the use of weblog-based learning in English subject.
DC5	Justifying data collection procedures	Establishes the appropriateness of the data collection procedures	Interview was used to gain the supporting data the researcher could not get through questionnaire. According to Heigham and Croker (2009) interview can provide important insight into respondents' experiences, beliefs, perceptions, preferences, and motivations.
DC6	Verifying compliance with ethical standards	Indicates that the research was designed and conducted in no way harmful to the participants	All participants were informed about the purpose of the study, and their consent was obtained before data collection. The research procedures followed institutional ethical guidelines to ensure no harm to the participants.
DA	Describing data analysis procedures		
DA1	Recounting data analysis procedure	Narrates the particulars of the analytical treatment of data	Data from the questionnaires were analyzed using descriptive statistics to calculate frequencies and percentages. In addition, the qualitative responses from interviews were transcribed,

			coded, and thematically analyzed to capture students' perceptions of academic writing challenges.
DA2	Justifying data analysis procedures	Establishes the appropriateness and rigor of the analytical procedures	An analytic writing rubric adapted from Jacobs et al. (1981) was applied to assess students' texts, as it offers reliable criteria for evaluating multiple aspects of writing.
DA3	Establishing inter-coder reliability	Explains how other coders were employed in data analysis for more accurate and reliable results	Two researchers separately coded the students' essays using the predetermined rubric. Any discrepancies in coding were resolved through discussion, and consensus was reached to ensure consistency in the scoring process.

4. Findings and Discussion

An important and most crucial section of RAs is the discussion section as highlighted by numerous scholars (e.g., Basturkmen, 2012; Dujcik, 2015; Moyetta, 2016). This section is not only to report the study's findings but also to build arguments that might persuade the reader of the relevance of the results by emphasizing the connections and differences with past research (Amnuai, 2017; Basturkmen, 2009; Lim, 2010). There are four primary rhetorical moves in the finding and discussion section: (1) establishing background Information, (2) delivering findings, (3) summarizing results, and (4) commenting on outcomes. The finding and discussion section's standard norms entail particular abilities, such as the ability to effectively convey results and remark on or argue against them critically.

Yang and Allison (2003) developed a move-structure model to provide a clear framework for writing discussion sections. This model helps writers adjust their writing to the communicative purposes expected in this part of a research article. The framework was built from their earlier analysis of applied linguistics research articles and identifies seven rhetorical strategies commonly used in discussions. The rhetorical moves identified in the F&D sections can be described in Table 3 below.

Table 3. Moves and Steps Model by Yang and Allison (2003)

Moves	Descriptions	Steps
Move 1	Background information	
Move 2	Report Results	
Move 3	Summarise Results	
Move 4	Comment ofn Results	Step 1: Interpret Findings
		Step 2: compare findings with the literature
		Step 3: Accounting for results
		Step 4: Evaluate findings
Move 5	Summarise the research	
Move 6	Evaluate the research	Step 1: Indicatelimitations
		Step 2: Indicate importance/ advantage
		Step 3: Evaluate method
Move 7	Deductions from the research	Step 1: Make suggestions
		Step 2: Recommend future studies
		Step 3: Draw pedagogic Implication

5. Conclusion

The conclusion section of a research article plays an important role in closing the discussion and reinforcing the study's contribution. Conclusions deal with summarizing the study by highlighting overall findings, evaluating the study, suggesting implications and applications of research, and suggesting possible lines for further research (Yang & Allison, 2003). Similarly, Swales and Feak (2004) argue that a conclusion is not merely a summary, but also a space to highlight the significance and relevance of the study.

Yang and Allison (2003) identify several rhetorical moves commonly found in conclusions, including summarizing key findings, stating contributions, acknowledging limitations, and offering implications or recommendations for future research. Similarly,

Bunton (2005) emphasizes that the conclusion often reaffirms the importance of the study and connects it to the broader field. Therefore, the structural moves in the conclusion can be seen as a set of rhetorical steps that allow writers to close their articles in a clear, concise, and convincing way. Since there has not been a clear guideline of the research journal articles explicitly for the conclusion section, the following is adapted from Paltridge and Starfield (2019). This rhetorical move model is in their book about thesis and dissertation writing. Their framework helps writers structure the conclusion logically, ensuring that the key results are emphasized and linked to broader implications.

Table 4. Rhetorical Moves of Conclusion Sections (Paltridge & Starfield, 2019)

No	Rhetorical Moves
1	Summarizing the key findings
2	Answering the research aims
3	Implying findings
4	Acknowledging the limitation
5	Recommending or Suggesting for future research

In academic writing, each section of a research article generally follows a set of rhetorical moves that guide readers through the logic and flow of the study. These moves are rhetorical or communicative steps that serve particular functions, such as introducing the topic, outlining objectives, describing methods, presenting results, and drawing conclusions. Scholars have developed various models to analyze and explain these patterns. For instance, Swales (1990, 2004) and Swales and Feak (2009) highlight how moves provide structure and coherence in research writing, while Lim (2006) and Peacock (2011) expand the discussion by identifying specific moves in abstracts, introductions, and methods sections. Understanding these models is important for students and researchers, as it helps them organize their writing in line with academic conventions and effectively communicate their findings. Table 5 below summarizes the structural moves and their functions in key sections of research articles based on these models.

Table 5. Models for research article sections (Lim, 2006; Peacock, 2011; Swales, 1990, 2004; Swales & Feak, 2009)

RA Sections	Structural Moves	Description of Their Functions
Abstract	Move 1: Introduction	Statements about the research topic or what do we know about the topic? Or why is the topic important?
	Move 2: Objectives/ purposes	Statements about the objective of the research or what is this study about?
	Move 3: Methods	Statement about how a study has been conducted or How was it done.
	Move 4: Results	Statement about what have been found in the research or what was discovered?
	Move 5: Conclusion	Statement about the conclusion, implication or recommendation of the research findings or what do the findings mean?
Introduction	Move 1: Establishing a territory	Statement about showing that the general research area is important, central, interesting, problematic, or relevant in some way or introducing and/or reviewing items of previous research in the area
	Move 2: Establishing a niche	Statement of indicating a gap in the previous research and/or extending previous knowledge in some way
	Move 3: Occupying the niche	Statement about presenting the present work by outlining the purpose, listing the research questions, announcing the principal findings, stating the value of the present research and indicating the structure of the research article
Methods	Move 1: Describing data collection procedure/s	Description of data collection techniques including: 1) description of location of the sample, the size of the sample/population, characteristic of the sample, sampling technique or criterion, 2) recounting steps in data collection, and 3) justifying the data collection procedures
	Move 2: Delineating procedurals for measuring variables	Description of research procedures including: 1) presenting an overview of the design, 2) explaining the method of variables, and 3) justifying the methods of measuring variables

	Move 3: Elucidating data analysis procedure/s	Description of the process of data analyses including: 1) statistical calculation for quantitative research, 2) justifying data analyses procedures, and 3) previewing results
Results & Discussion	Move 1: Background information about the research	Statement about 'theoretical and technical information' as already addressed earlier in the RA
	Move 2: Statement of results	Claim made by the writer as the direct answer to their research question
	Move 3: Statement of (un)expected findings	Statement or comment on whether or not the research results or finding are as they are expected
	Move 4: Reference to previous relevant studies	rhetorical attempt of writer/s to link the present research finding/s to the available relevant knowledge or information for the purpose of comparison or to support the present findings
	Move 5: Explanation of research results	Author's rhetorical attempt to logically convince readers why such unexpected or extraordinary results or findings of the present study occur
	Move 6: Illustration to support the research results	Illustration or samples to strengthen or support the explanation of research findings
	Move 7: Deduction and hypothesis or Interpretation of research findings	Author's claim about the interpretation of the research findings to a larger scope of topic or area
	Move 8: Suggestions or recommendation	Author's suggestion on the application or implementation of the research findings in practical ways and/or suggestion for further studies in the same or similar topic

Worksheet 3.2 – Analyzing the Structure of Scientific Articles

Worksheet 3.2.1 – Analyzing the Introduction Section

Instructions:

1. Read the assigned journal article carefully through the link provided below:
<https://ejournal.uinsaid.ac.id/index.php/jemin/article/view/9146>
2. Focus only on the Introduction section.
3. Analyze the rhetorical structure using the CARS (Create A Research Space) model.
4. Identify each move and step.

Worksheet 3.2.2 – Analyzing the Methods Section

Instructions:

1. Read the Methods section of the assigned article which can be accessed via the link below:
<https://ejournal.uinsaid.ac.id/index.php/jemin/article/view/9146>

2. Identify the rhetorical moves and steps commonly used in methods section using the theoretical framework proposed by Pho (2008).

Worksheet 3.2.3 – Analyzing the Findings and Discussion Sections

Instructions:

1. Read the Findings/Results and Discussion sections of the following article carefully. The article can be accessed via the link below:
<https://www.researchgate.net/publication/375362310> The Challenges of English Teachers in Teaching English at Primary Schools
2. Analyze the rhetorical moves using the framework proposed by Yang and Allison (2003).
3. Identify how results are reported, interpreted, and connected to previous studies.

Worksheet 3.2.4 – Analyzing the Conclusion Section

Instructions:

1. Read the Conclusion section of the assigned article carefully. The article can be accessed via the link below:
<https://www.researchgate.net/publication/375362310> The Challenges of English Teachers in Teaching English at Primary Schools
2. Analyze the rhetorical structure using the framework proposed by Paltridge and Starfield (2019).

Worksheet 3.2.5 – Analyzing the Abstract Section

Instructions:

1. Read the Abstract section of the assigned article carefully. The article can be accessed via the link below:
<https://www.researchgate.net/publication/375362310> The Challenges of English Teachers in Teaching English at Primary Schools
2. Analyze the rhetorical moves using the framework proposed by Hakim et al. (2021).

SHARING AND DISCUSSION

In this stage, students move from analyzing published articles and rhetorical moves toward identifying a potential research topic for their own study. To support this process, students are introduced to Connected Papers as a digital tool for exploring research networks and understanding how studies are conceptually connected.

Worksheet 3.3 – Identifying Research Topic through Literature Mapping

This worksheet aims to help you identify a research topic in English Language Education by exploring your academic interests and validating them through literature mapping using Connected Papers. The focus of this activity is on topic identification and justification based on existing research.

Instructions

1. Identify one research area based on your academic interest related to English Language Teaching (ELT) (e.g., teaching methods, digital tools, assessment, curriculum, teacher or student perspectives).
2. Formulate 2–3 key phrases or keywords that represent your area of interest.
3. Enter one key phrase or a representative article related to your topic into Connected Papers.
4. Examine the research map carefully.
5. Complete the worksheet individually.
6. Share and discuss your findings with your group and the class.

Part A. Student's Research Interest

Item	Description
Area of interest in ELT	
Reason for choosing this area	
Keywords / key phrases	

Part B. Exploring the Research Network (Connected Papers)

Based on the research map generated:

1. List three recurring research themes related to your interest.
 - a. Theme 1:
 - b. Theme 2:
 - c. Theme 3:
2. Identify the common research context(s) found in related studies (e.g., EFL/ESL, school level, online learning, ESP).
3. Identify commonly used research methods or approaches.

Answer:

Part C. Identifying Research Opportunities

1. Based on the research network, identify one area that seems underexplored or less frequently studied.
2. Explain briefly why this area could be worth investigating.

Part D. Proposed Research Topic

Write one proposed research topic derived from your literature exploration.

DRAFTING AND REFINING

In this stage, students are asked to create a draft research outline that will serve as the foundation for their future scientific article. The outline should start from a clear research title and expand into the main components of a research plan, including the background of the study, problem statement, objectives, methods, and expected outcomes. At this stage, the focus is on drafting ideas in a structured way rather than achieving perfection. Students will first draft individually, then refine their outline based on feedback from peers and the lecturer.

1. Procedures for Using AI (ChatGPT) to Develop a Research Outline

Artificial Intelligence (AI), particularly ChatGPT, plays a supportive role in academic research by assisting researchers in generating ideas, mapping research trends, identifying research gaps, and refining key research components. AI should not replace researchers' critical thinking; rather, it functions as an intelligent research assistant. The effectiveness of AI use depends on clear, specific, and strategic prompting.

The following procedures outline step-by-step guidance for utilizing ChatGPT to develop a novel, relevant, and academically sound research outline, as demonstrated in the instructional slides.

Stage 1: Research Idea Refinement (Idea Maturation)

The objective of this stage is to identify a focused, novel, and relevant research topic that addresses a clear gap in the literature. The procedures used in this stage are as follows:

1. Determine a Broad Research Interest

Begin by identifying a broad area of interest based on academic background or research motivation (e.g., academic writing, technology-enhanced language learning, AI in education).

2. Use AI to Map Research Trends and Emerging Topics

ChatGPT is used to explore recent research trends and "hot topics" within the selected area.

Prompt Example 1 – Topic Mapping

"Act as a professor specializing in English Language Education. I am interested in the area of **[the use of TikTok in English language learning]**. The research focus is **descriptive qualitative**, using **interviews and questionnaires** as instruments, with an emphasis on **time-efficient research**.

Please provide **five recent research trends or 'hot topics'** in this area over the **last three years**, along with **relevant keywords** for literature searching."

3. Select a Potential Research Topic

Based on AI output and feasibility considerations, select one research topic.

Example topic:

Students' Perceptions of TikTok as a Microlearning Tool for English Vocabulary: A Descriptive Qualitative Study

Stage 2: Identifying the Research Gap

The objective of this stage is to identify unexplored or under-researched areas that justify the proposed study. The procedures are as follows:

1. Collect Recent Research Abstracts

Retrieve at least 5–10 recent abstracts from Google Scholar or other academic databases.

2. Use AI to Analyze Research Gaps

Prompt Example 2 – Research Gap Identification

“I am interested in the study [**Students' Perceptions of TikTok as a Microlearning Tool for English Vocabulary: A Descriptive Qualitative Study**]. Analyze the research gaps based on the following abstracts: [**paste 5 recent abstracts here**]. Based on this analysis, recommend 2–3 potential research questions that remain unanswered and are worth investigating.”

3. Validate the Identified Gap

Reconfirm the gap by reviewing the original articles.

Example Output of Research Gap Identification Prompt (2)

No.	Main Focus	Participants / Context	Methodology	Key Findings
1	Teachers' and students' attitudes toward TikTok as a microlearning tool in general EFL contexts	University students and lecturers (EFL department)	Mixed-methods	Positive attitudes toward TikTok; acceptance is influenced by perceived usefulness and ease of use.

2	The impact of TikTok on pronunciation learning	University students (EFL learners)	Mixed-methods	TikTok is effective and enjoyable for pronunciation practice; students tend to prefer native-speaker accents.
3	Students' perceptions of learning English vocabulary through TikTok	10 university students	Descriptive qualitative	TikTok supports vocabulary learning (daily expressions, idioms, slang), but may cause distraction.
4	Students' perceptions and motivation in using TikTok for vocabulary learning	Senior high school students (Indonesia)	Qualitative	TikTok enhances vocabulary and learning motivation; however, it is insufficient as a primary learning resource.
5	Teachers' perceptions of social media-based microlearning for speaking skills	Primary school teachers (China)	Case study	Microlearning via social media is promising but requires learner-centered design and community support.

The example of Research Gap Statement from the previous prompt:

Although numerous studies have demonstrated that TikTok has strong potential as an engaging and effective microlearning medium for improving English language skills—particularly pronunciation and vocabulary—most existing research adopts mixed-method approaches with a general focus on attitudes or effectiveness and is often limited to specific educational contexts. In-depth studies that explore **EFL university students' subjective experiences in independently using TikTok for vocabulary learning** remain scarce, especially within the Indonesian context. Moreover, qualitative investigations addressing **self-regulated learning strategies, distraction management, and students' perceptions of content credibility** in TikTok-based microlearning are still underexplored.

Stage 3: Formulating Research Questions

The objective of this stage is to formulate clear, focused, and researchable research questions aligned with the research gap. The procedures are as follows:

1. Transform the Research Gap into Research Questions
2. Use AI to Refine and Sharpen the Questions

Prompt Example 3 – Research Question Formulation

“My research topic is **Students’ Perceptions of TikTok as a Microlearning Tool for English Vocabulary: A Descriptive Qualitative Study**. The research gap lies in the lack of studies exploring **EFL students’ subjective experiences** in independently using TikTok for vocabulary learning. Please formulate **three specific, measurable, and innovative research questions**, focusing on aspects such as **speaking fluency, self-confidence, and grammatical accuracy**.”

3. Select the Final Research Questions

The example of Recommended Research Questions from the previous prompt:

Recommended Research Questions

Based on the identified research gap, the following research questions are proposed:

1. **RQ1:** How do EFL university students perceive TikTok as a microlearning platform for developing English vocabulary in the Indonesian context?
2. **RQ2:** What self-regulated learning strategies do EFL university students employ when using TikTok for vocabulary acquisition?
3. **RQ3:** How do EFL university students perceive the balance between learning engagement and potential distraction when acquiring vocabulary through TikTok?

Stage 4: Determining Research Objectives

The objective of this stage is to develop research objectives that correspond directly to the research questions. It can be done by generating Research Objectives Using AI using the following prompt:

Prompt Example 4 – Research Objective Formulation

“Here is my research question: **How do EFL university students perceive the role of TikTok microlearning activities in enriching their English vocabulary for spoken fluency?**

Please generate the research objectives.”

Stage 5: Determining the Research Title

According to Paiva et al., (2012), title is the most important element of a manuscript. Grant (2013) suggested that article titles should be concise, informative, and, where appropriate, give details of the research design. Thus, the purpose a title is to attract the readers in order to be interested in reading the paper. If a title is not informative, it cannot be indexed in the proper databases (Haggan, 2004). Furthermore, Swales and Feak (2004, p. 278) specified three requirements for decent research report titles: (1) the title should indicate the topic of the study; (2) the title should indicate the scope of the study; (3) the title should be self-explanatory to readers in the chosen area. This indicates that the title summarizes the main idea or ideas of your study.

Before writing a scientific article, the first step to consider is preparing the title page. This page serves as the main identity of the paper and should be arranged neatly, clearly, and in accordance with the guidelines of the target journal or institution. The essential components commonly included in a title page are the article title, author's name, institutional affiliation, and author's contact information. The following image illustrates the key elements that should be presented on a title page.

STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF DIGITAL STORYTELLING IN TEACHING WRITING

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The objective of this stage is to generate a clear, informative, and journal-oriented research title. The procedures are as follows:

1. Use Research Questions as the Basis for Title Development
2. Generate Title Options Using AI

Prompt Example 6 – Research Title Generation

“Based on the following research questions:

1. How do EFL university students perceive the use of TikTok microlearning activities in improving their English vocabulary?
2. In what ways do TikTok microlearning activities contribute to students’ vocabulary enrichment for spoken fluency?
3. What challenges and benefits do students experience when engaging with TikTok microlearning content?

Please generate **three eye-catching research titles** suitable for **reputable international journals.**”

3. Select and Refine the Final Research Title

Ethical Considerations in Using AI

- 1) AI-generated content must not be copied verbatim into academic writing.
- 2) AI is used to support ideation, refinement, and clarification, not authorship.
- 3) All AI outputs must be verified with original scholarly sources.
- 4) Researchers remain fully responsible for academic integrity.

When used strategically, ChatGPT can effectively support researchers in developing a systematic, coherent, and competitive research outline. By following these stages (idea refinement, gap identification, question formulation, objective alignment, and title development) researchers can benefit from AI assistance while maintaining academic rigor and ethical standards.

2. Styles of title

When creating the title of a scientific paper, it is important to pay attention to the writing style. A good title not only reflects the content of the study but also attracts readers’ interest. Common styles of titles include:

- 1) Declarative title. These titles state the main findings or conclusions of the research directly. They provide readers with a clear idea of the study's outcome at first glance. *Example: "Contextual situation can promote prospective teachers' creativity in posing mathematical problems."*
- 2) Descriptive or Neutral Titles. These titles simply describe the subject matter of the article without revealing the results. They tend to be more neutral and objective, focusing only on the topic under discussion. *Example: "Effects of contextual situation on prospective teachers' creativity in posing mathematical problems."*
- 3) Interrogative (Question) Titles. These titles present the subject of the article in the form of a question, sparking curiosity and inviting readers to explore the answer in the paper. *Example: "Can contextual situation promote prospective teachers' creativity in posing mathematical problems?"*
- 4) Compound Titles. These titles usually combine two parts: a general phrase followed by a colon and a more specific statement. They may also start with a short question followed by a descriptive phrase. *Example: "Contextual Situation and Creativity: Exploring Prospective Teachers' Problem-Posing Skills."*

Worksheet 3.4 – Drafting Research Outline

This worksheet guides you to transform your finalized research topic (from Worksheet 3.3) into research titles and a structured research outline. You will refine your draft through peer and lecturer feedback, simulating the academic peer-review process commonly used in journal publication.

Instructions – Drafting Research Outline (Revised for Beginner Researchers)

1. **Research Topic**
 - a. Use the research topic finalized in Worksheet 3.3.
 - b. Ensure that your topic is related to **English Language Education (ELT)**, focusing on teaching, learning, curriculum, instructional models, media, or strategies.

2. Preliminary Reading

- a. Read 1–2 published journal articles with a similar or related theme to your research topic.
- b. These articles may serve as academic references and inspiration for your study.
- c. If studies with exactly the same theme are unavailable, refer to articles with closely related themes in ELT.
- d. **Access sample articles here:** [Google Drive – Sample Articles](#)

3. Drafting Titles

- a. Draft **four different title styles** based on your research topic.
- b. Titles should be clear, concise, and academically appropriate.

4. Research Outline – Method Section (for Beginner Researchers)

- a. **Important:** For beginners, the Method section should be simple, feasible, and realistic.
- b. **Avoid complex designs** such as:
 - 1) Systematic Literature Review (SLR)
 - 2) Research and Development (R&D)
 - 3) Large-scale experimental studies requiring advanced statistical techniques
 - 4) Multi-method or mixed-method designs beyond beginner capacity

5. Peer Feedback

- a. Exchange your draft outline with a peer.
- b. Provide constructive feedback on clarity, feasibility, and academic appropriateness.

6. Revision

- a. Revise your draft based on peer feedback.
- b. Ensure that your Method section reflects simple, realistic, and beginner-friendly research design and instruments.

Recommended Research Designs for Beginners

Research Design	Description
Descriptive Qualitative	Focuses on describing a phenomenon, e.g., classroom practices, teacher behaviors, or student experiences.
Descriptive Quantitative	Focuses on collecting numerical data from surveys or questionnaires and presenting results descriptively.
Case Study (Small-Scale)	In-depth qualitative study of one class, group, or institution; manageable sample size.

Part A. Research Topic (Final Version)

Final Research Topic:

.....

.....

Part B. Developing Research Titles

Based on your finalized topic, write four versions of your research title using different styles:

1. **Descriptive Title**
2. **Declarative Title**
3. **Interrogative Title**
4. **Compound Title**

Part C. Draft Research Outline

Complete the outline below by referring to relevant ELT literature you have read.

Section	Your Draft
Selected title	
Target Journal	

Background of the Study	
Research Gap	
Research Objectives and Research Questions	
Methodological approach	

Part D. Literature Support

List 1–2 journal articles that informed your topic and outline.

No	Author(s) and Year	Journal	Relevance to your study
1			
2			

Follow-Up Activity: Wordwall Quiz on *Article Title Styles*

Description:

Students will participate in an interactive Wordwall activity where they will sort various sample article titles into categories based on their style: declarative, descriptive, interrogative, or compound.

Instructions:

1. Students access the Wordwall link: <https://wordwall.net/resource/76844520>
2. They drag and drop each title into the appropriate category.
3. The activity provides instant feedback—students learn whether their categorization is correct or needs review.

SECTION 4

YIELD, TRANSFORM AND HONE:

The Yield, Transform, and Hone stages in the QuiryThink learning model represent the core process of developing a complete and refined scientific article. These stages are designed to guide the progression of writing from generating initial drafts, restructuring content, and refining language, to producing a polished manuscript that meets academic standards. Together, they encourage not only creativity and exploration but also discipline in applying scholarly conventions, ensuring that academic writing is built systematically and critically.

To provide structured learning, these stages are divided into four units, each focusing on a specific section of a scientific article. This division allows the writing process to be experienced step by step, with a clear focus on both content development and formal requirements. Each unit is accompanied by interactive activities, examples, and reflection tasks, enabling writing to be developed gradually and meaningfully.

Unit 4 focuses on Writing the Introduction. At this stage, learners are guided to identify the research gap, establish the significance of the study, and formulate clear objectives. Through the Yield stage, ideas about the research background are generated; in the Transform stage, these ideas are organized into a coherent flow; and in the Hone stage, the introduction is polished with precise wording and proper citation.

Unit 5 addresses Writing the Method. Here, attention is given to how research procedures, participants, instruments, and data analysis are presented clearly and systematically. Learners practice transforming raw descriptions of research activities into structured methodological writing that follows academic conventions. The honing process ensures that the method section demonstrates transparency, replicability, and academic rigor.

Unit 6 and Unit 7 focus on Writing the Findings and Discussion, as well as Writing the Conclusion and Abstract. In Unit 6, learners are guided to present results effectively, interpret them critically, and connect findings to existing literature. Unit 7 emphasizes drawing conclusions that align with research objectives and crafting abstracts that summarize the

entire article concisely and accurately. Through Yield, Transform, and Hone, these sections are developed from preliminary drafts to polished versions that are ready for submission. By organizing the process into four units, the writing of a scientific article becomes more manageable, systematic, and aligned with the demands of academic publication.

UNIT 4 WRITING INTRODUCTION AND FORMULATING RESEARCH QUESTIONS

Learning Objectives:

After completing this session, students are expected to be able to:

1. Explain the concepts and functions of Swales' rhetorical Moves (establishing a territory, establishing a niche, and occupying the niche) in scientific article introductions.
2. Apply Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments.
3. Manage a reference library using reference management tool for academic writing purposes.
4. Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

Skill Focus of This Session

This session emphasizes the rhetorical construction of the introduction section in scientific articles, particularly through the application of Swales' CARS (Create A Research Space) model. Students progress from conceptual understanding to guided application and critical evaluation.

Micro Skills Developed

In this session, students will develop the ability to:

1. distinguish the three core Moves in Swales' introduction model and explain their communicative purposes,
2. identify linguistic markers signaling each Move (e.g., centrality claims, gap statements, research purposes),
3. synthesize relevant theories and previous empirical studies to support the establishment of a research territory and niche,

4. use reference management tools (e.g., Mendeley, Zotero, or EndNote) to insert citations and generate bibliographies accurately,
5. apply structured peer review criteria to identify strengths and weaknesses in introduction drafts.

These micro skills strengthen students' technical control over rhetorical structure and citation practices.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. construct a persuasive and academically sound research introduction,
2. position their research within ongoing scholarly conversations,
3. demonstrate ethical academic practices in citation, paraphrasing, and digital tool usage,
4. engage in reflective revision based on peer and self-evaluation.

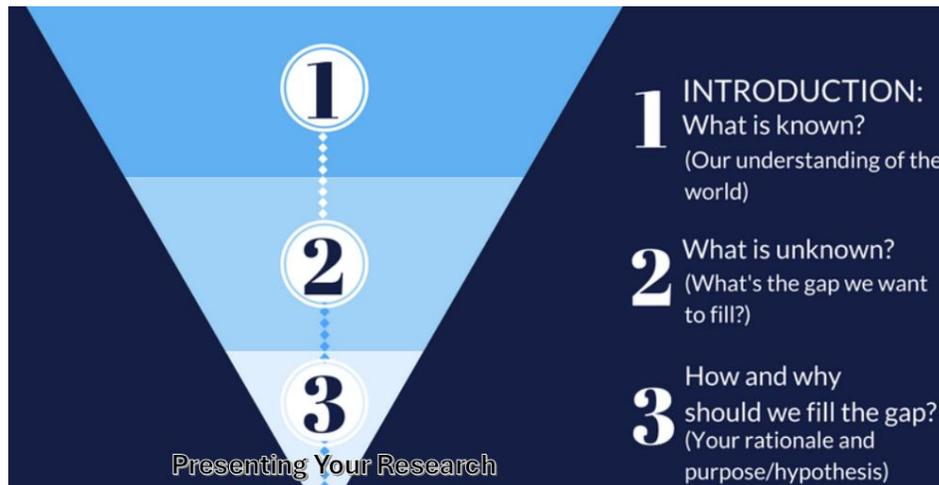
Through these macro skills, students move beyond understanding rhetorical patterns toward strategically employing them to establish their scholarly identity as emerging researchers.

BRAINSTORMING (YIELD)

When writing an introduction for a research article, it is important to guide the reader step by step. According to Swales' CARS model, the introduction usually follows three main moves:

1. What is known? – Begin by presenting what is already understood in the field or the general background of the topic.
2. What is unknown? – Then highlight the gap or problem that has not yet been fully addressed by previous research.
3. How and why should we fill the gap? – Finally, explain the purpose of the study, the rationale, or the hypothesis that will guide your research.

This logical flow helps readers clearly see the importance of the study and understand how your research contributes to the field. To better understand how an introduction should be structured, let's look at a simple model that illustrates the three essential moves in writing an introduction.



Worksheet 4.1 Match the Paragraph with the Correct Move

Instructions:

1. Read the following short introduction paragraphs (1–4).
2. Each paragraph represents one of the rhetorical Moves in Swales' CARS (Create A Research Space) model for writing introductions.
 - a. Move 1: Establishing a Territory
 - b. Move 2: Establishing a Niche
 - c. Move 3: Occupying the Niche
3. Match each paragraph (1–4) with the correct Move.

No	Paragraph	Move
1	<p>Although DMC has gained considerable traction in second language (L2) writing and literacy instruction, its application in explicit grammar teaching remains underexplored (Jiang & Ren, 2020; Zhang & Yu, 2022; Zhang, Akoto, & Li, 2021; Wang et al., 2023). Prior research has shown DMC's potential to promote creativity and learner engagement, but relatively little is known about how pre-service teachers—still developing their instructional competencies—navigate the pedagogical complexities of integrating DMC into grammar instruction (Lim & Unsworth, 2023; Tour & Barnes, 2021). One key challenge is the absence of structured pedagogical models that effectively guide pre-service teachers in scaffolding grammar-focused multimodal learning, resulting in inconsistent instructional practices (Hafner & Ho, 2020)</p>	
2	<p>By adopting and adapting Liang and Lim's (2020) DMC framework, this research explores how pre-service teachers design grammar lessons that integrate multimodal elements, use digital tools effectively, and develop instructional strategies aligned with multimodal literacy principles. The study offers pedagogical guidance for integrating DMC in EFL instruction and contributes to bridging the gap between theoretical discussions and practical classroom application. The study is guided by the following research questions:</p> <ol style="list-style-type: none"> 1. How is the process of teaching and learning of DMC implemented in grammar instruction in the EFL context? 2. What are the pre-service teachers' perspectives on the implementation of DMC for teaching grammar in EFL classrooms? 	
3	<p>Many educators are concerned about the effects of the continually changing communication and technological paradigms on the teaching and learning process in English as a foreign language (EFL) classrooms. Consequently, the teacher began instructing students using Digital Multimodal Composing (DMC), which may include symbols, images, emoticons, and other forms of digital media (Pecheco et al., 2021; Unsworth & Milis, 2020; Hafner & Ho, 2020). This could engage students with the use of digital tools to combine texts with other semiotic modalities such as images, voice, and movement (Hafner & Ho, 2020; Belcher, 2017, Hafner, 2014) and address the changing requirements of learners that has been used frequently in language classrooms for a variety of learning purposes in various contexts (Tour & Barnes, 2021; Hafner & Ho, 2020; Shin et. al., 2020; Hafner, 2014). In second language (L2) classrooms, DMC has attracted significant interest for meaning-making, text composition, and various multimodal texts (Yi et al., 2020).</p>	
4	<p>A crucial gap remains in understanding how pre-service teachers—who are still developing their instructional competencies—can effectively leverage Digital Multimodal Composing (DMC) to design engaging and pedagogically sound grammar lessons (Liang & Lim, 2020; Xu, 2021). While some research has explored teachers' general engagement with multimodal composing, limited empirical evidence exists on how pre-service teachers navigate technological challenges, scaffold learning, and align multimodal tasks with curricular objectives (Jiang et al., 2020). To address this gap, the present study introduces a novel adaptation of Liang and Lim's (2020) pedagogical framework for DMC—grounded in Systemic Functional Linguistics (SFL) and Design Thinking—to support grammar instruction in EFL classrooms. Unlike previous studies that focus broadly on teachers' use of multimodal strategies, this research specifically examines how Indonesian pre-service teachers implement DMC in grammar teaching, highlighting their real-world experiences, challenges, and strategies within a higher education context.</p>	

INDIVIDUAL EXPLORATION (YIELD)

In this stage, students begin to develop their revised research outline that has been improved based on feedback from peers and the lecturer in the previous session. Each student expands the key points from their revised outline into connected sentences and paragraphs, guided by Swales' CARS model. They are expected to:

1. Move 1 (Establishing a Territory): Write background information and general topic statements to introduce the research area, supported by relevant theories and previous studies.
2. Move 2 (Establishing a Niche): Highlight research gaps, weaknesses, or problems in existing studies to justify the need for their research.
3. Move 3 (Occupying the Niche): Present their research aim, questions, and contribution to the field.

Before writing your own Introduction section, it is important to first manage your references properly. Academic writing requires accurate citation practices to support arguments, acknowledge previous studies, and avoid plagiarism. One practical way to manage references efficiently is by using Mendeley, a reference management tool widely used in academic research.

Stages in Using Mendeley to Support Academic Writing

1. Create a Mendeley Account

Visit the Mendeley website and create an account using your email address. This account allows you to store and synchronize your references across devices.

2. Install Mendeley and the Word Plugin

Download Mendeley Reference Manager and install the Mendeley Cite plugin for Microsoft Word. The plugin enables you to insert in-text citations and generate reference lists directly while writing.

3. Add Journal Articles to Mendeley

You can add references by uploading PDF journal articles, importing files from academic databases, or entering bibliographic information manually. Always check and correct the metadata to ensure accuracy.

4. Organize Your References

Create folders based on your research topic or article section. Use notes or tags to highlight key ideas, research gaps, or relevant theories that will support your Introduction.

5. Insert In-Text Citations

While drafting your Introduction, place the cursor where a citation is needed and insert references using Mendeley Cite. The citation will appear automatically according to the selected style.

6. Generate the Reference List

At the end of your manuscript, use Mendeley to generate a reference list automatically. Any changes to in-text citations will be updated in the bibliography.

7. Follow Ethical Citation Practices

Use Mendeley as a support tool, not as a substitute for reading original sources. Ensure that all cited works are relevant, accurately represented, and listed in the reference section.

Worksheet 4.2 - Developing Introduction Paragraphs Using Swales' Moves (1-3)

Develop your outline into paragraph drafts for the Introduction section, using Swales' CARS Model (Move 1-3). Each paragraph should be supported by relevant theories and previous studies, with proper citations. At the end, formulate your research question(s) clearly.

Instruction:

1. Complete the table by drafting 3-4 Introduction paragraphs based on Swales' Moves (1-3).
2. Ensure each paragraph aligns with the intended rhetorical Move.
3. Support each paragraph with at least 2-3 scholarly sources.
4. Manage in-text citations and references using Mendeley, and write full references in APA 7th edition style.

- If generative AI is used at any stage (e.g., idea refinement or language support), write a brief AI use statement specifying how the tool was used and affirming that the content, analysis, and interpretation remain your own.

Guideline Table

Swales Move	Topic of Paragraph	Students Paragraph (Write in full sentences)
Move 1: Establishing a Territory	Background of the study	
Move 2: Establishing a Niche	Research gap or problem (limitations in previous studies)	
Move 3: Occupying the Niche	Purpose of the study (aims, research questions)	
References (APA Style)	List all cited sources in APA 7th edition format generated and checked using Mendeley.	

AI Use Statement	If generative AI is used (e.g., for language refinement or idea clarification), write a brief AI use statement describing how the tool was used and confirming that the analysis and content are the student's own.
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SHARING AND DISCUSSION (TRANSFORM)

In this stage, students engage in structured peer review by exchanging their drafted Introduction sections developed during the Individual Exploration phase. The primary purpose of this stage is critical evaluation, not revision, allowing students to examine the rhetorical effectiveness, ethical integrity, and academic appropriateness of peers' drafts through guided discussion.

Each student reviews a peer's introduction systematically using Swales' CARS model, focusing on the realization of rhetorical moves and their communicative purposes:

1. Move 1 – Establishing a Territory

Does the introduction clearly present the research field and justify its significance through relevant and credible literature?

2. Move 2 – Establishing a Niche

Does the writer identify a clear research gap, limitation, controversy, or underexplored issue in previous studies?

3. Move 3 – Occupying the Niche

Does the introduction explicitly state the research purpose, significance, and research questions or objectives in a logical and coherent manner?

Peer review activities in this stage are guided by an Integrated Peer Review Rubric, which evaluates rhetorical structure, academic ethics, and digital ethics simultaneously. The rubric helps students move beyond surface-level feedback by encouraging them to assess originality, citation practices, ethical use of digital tools, and alignment with disciplinary conventions.

Worksheet 4.3 – Peer Review (Transform Stage)

Instructions:

1. Exchange your Introduction draft with a peer.
2. Review the draft systematically using Swales’ CARS Model (Move 1–3).
3. Use the Integrated Peer Review Rubric to guide your evaluation. Evaluate each indicator using the 4-point scale:
 - 4 – Excellent: Fully meets the criterion
 - 3 – Good: Mostly meets the criterion; minor gaps
 - 2 – Fair: Partially meets the criterion; several gaps
 - 1 – Poor: Does not meet the criterion; absent or incorrect
4. Focus on the following aspects:
 - a. **Rhetorical clarity and coherence**
Evaluate whether each CARS move is clearly realized and whether the argument develops logically across moves.
 - c. **Academic ethics**
Evaluate originality, ethical paraphrasing, and citation accuracy (APA 7), including relevance and credibility of sources.
 - d. **Digital ethics**
Assess the responsible and transparent use of digital tools (e.g., AI-assisted writing or reference managers) as reflected in the draft.

Section	Indicators	4- excellent	3- good	2- Fair	1-Poor
Structural Moves / Rhetorical Completeness	Move 1 – Establishing a Territory: topic importance, context, and relevant literature	Clearly establishes the research topic, context, and cites relevant literature comprehensively	Mostly clear; minor missing context or literature	Partially clear; several gaps in context or literature	Absent or unclear; no context or literature mentioned
	Move 2 – Establishing a Niche: identifying gap, problem, or research need	Clearly identifies a gap or problem that justifies the study	Mostly identifies a gap; minor vagueness	Gap identification is unclear or incomplete	No gap or research problem identified

	Move 3 – Occupying the Niche: purpose, research questions, study contribution	Clearly states purpose, research questions, and contribution of study	Mostly clear; minor details missing	Purpose or research questions vague; contribution unclear	Absent; purpose, questions, and contribution not stated
Academic Ethics	Originality and ethical paraphrasing	Writing is fully original; ideas are ethically paraphrased with no patchwriting	Mostly original; minor patchwriting	Frequent weak paraphrasing	Copying or clear plagiarism
	Citation accuracy	All claims are properly cited	Minor citation errors	Several uncited claims	No or incorrect citation
Digital Ethics	Ethical use of digital tools (e.g., AI)	Tools are used transparently and responsibly as support	Minor overuse or lack of clarity	Overliance on tools	Unethical use of digital tools

After receiving peer feedback, students reflect on the comments to identify strengths, recurring issues, and areas requiring improvement. At this stage, students do not revise the draft yet; instead, they prioritize feedback and develop awareness of rhetorical, ethical, and disciplinary expectations. This reflective peer review process strengthens critical reading skills, deepens genre awareness, and prepares students for revision and refinement in the Hone Stage.

DRAFTING AND REFINING (HONE)

In this stage, students move from peer-review interaction to individual refinement of their introduction section. After participating in the Sharing and Discussion (Transform) stage—where drafts were reviewed using an integrated peer review rubric—students now focus on revising and improving their own writing based on the feedback received.

The Hone Stage emphasizes purposeful revision, not merely surface-level editing. Students are expected to strengthen rhetorical organization, enhance clarity and coherence, and ensure ethical and academic appropriateness in their revised drafts. Revision decisions should be selective and reflective, demonstrating students’ ability to interpret feedback critically and apply it meaningfully to improve the quality of their academic writing.

At this stage, students are expected to:

1. Integrate relevant feedback from peers and the lecturer based on the peer review rubric.
2. Refine the logical flow and rhetorical structure of the introduction by strengthening Move 1 (Establishing a Territory), Move 2 (Establishing a Niche), and Move 3 (Occupying the Niche) in line with Swales' CARS model.
3. Ensure that research purposes and research questions are clearly and explicitly stated in Move 3.
4. Review and revise citation practices, paraphrasing, and references to ensure compliance with APA 7th edition and principles of academic ethics.
5. Improve academic writing quality by enhancing grammatical accuracy, formal academic style, and clarity of argumentation.
6. Reflect on the responsible use of digital tools during the revision process in accordance with digital ethics guidelines.

Worksheet 4.4

After completing the revision, students are required to upload their revised introduction section draft to the QuiryThink platform.

UNIT 5 WRITING METHOD

Learning Objectives

After completing this session, students are expected to be able to:

1. Explain the rhetorical structure and communicative purposes of the Method section based on Pho's (2008) move framework.
2. Apply Pho's rhetorical moves to design and clearly describe research instruments ethically and transparently, ensuring methodological validity, accurate reporting, and compliance with academic ethics (e.g., informed data collection and proper citation).
3. Evaluate and refine Method section drafts and research instruments through peer review, focusing on rhetorical completeness (according to Pho's moves), methodological rigor, clarity of explanation, and responsible use of digital tools in accordance with digital ethics.

Skill Focus of This Session

This session emphasizes the rhetorical construction of the Method section in scientific articles, particularly through the application of Pho's (2008) move framework. Students progress from understanding methodological functions and rhetorical purposes to ethical drafting, peer evaluation, and reflective refinement of Method section drafts.

Micro Skills Developed

In this session, students will develop the ability to:

1. distinguish the rhetorical moves in the Method section according to Pho's framework and explain their communicative functions,
2. identify linguistic and structural features used to describe research design, participants, instruments, data collection, and data analysis,
3. describe research instruments and procedures clearly, systematically, and transparently,
4. apply academic and digital ethics in methodological writing, including responsible reporting, accurate citation, and transparency of research practices,

5. use digital tools (e.g., reference managers or AI-assisted tools) responsibly to support clarity, consistency, and accuracy in Method section drafting,
6. apply structured peer review criteria to evaluate rhetorical completeness, methodological rigor, and ethical compliance in Method section drafts.

These micro skills strengthen students' technical control over methodological description, rhetorical organization, and ethical research reporting.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. construct a coherent, rigorous, and ethically sound Method section aligned with disciplinary conventions,
2. demonstrate critical awareness of methodological validity, transparency, and replicability in academic research writing,
3. evaluate and refine methodological writing through reflective peer review and self-assessment,
4. make informed and responsible decisions regarding the use of digital technologies in research writing,
5. engage in scholarly communication practices that enhance the credibility and trustworthiness of their research.

Through these macro skills, students move beyond procedural description toward strategic and ethical methodological writing, positioning themselves as responsible and competent emerging researchers.

BRAINSTORMING (YIELD)

At this stage, students work individually to explore provided research instruments, including a sample questionnaire and a structured interview guide. The purpose of this activity is to help students understand how these instruments are designed to align with specific research objectives and how they are typically reported in the Method section of

academic articles. Students first examine the provided instruments carefully, paying attention to:

1. The structure and organization of items or questions.
2. The wording used to ensure clarity and avoid bias.
3. How each item or question is linked to research objectives.

After studying the examples, students then develop their own instruments:

1. Interview questions (at least 5–7) that are open-ended, clear, and directly connected to their research objectives.
2. Questionnaire items (8–10) that can be closed-ended (e.g., Likert scale) or open-ended, aligned with the focus of their study, and easy to understand for respondents.

Worksheet 5.1 Developing Research Instruments

Instructions:

1. **Study the provided instruments below.**

The following example represents a set of research instruments adapted for a study entitled “Research Instruments: Students’ Voices on Digital Tools in Writing.” These instruments were designed to collect data from students using three approaches: a Likert-scale questionnaire, semi-structured interviews, and classroom observations. The questionnaire aims to explore students’ voices regarding the use of digital tools in writing, while the interview guide provides deeper insights into their experiences and challenges. The observation sheet is included to triangulate the findings by documenting how digital tools are applied in real classroom settings.

a. Questionnaire (Likert Scale)

Theme: Students’ Perceptions of Digital Tools in Writing

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

1. Digital tools (e.g., Google Docs, Grammarly) help me organize my writing better.
2. Using digital tools makes it easier to revise my writing.
3. I feel more motivated to write when I use digital tools.

4. Digital tools improve the accuracy of my grammar and vocabulary.
5. I can collaborate more effectively with peers through digital platforms.
6. Feedback received through digital tools is useful for improving my writing.
7. I can access more resources and references through online tools.
8. Digital tools save time in the writing process.
9. I feel more confident in my writing when I use digital tools.
10. Digital platforms encourage me to write more frequently.
11. I find it easy to learn new digital writing tools.
12. Digital tools make writing tasks more enjoyable.
13. I believe digital tools are essential in academic writing today.
14. Using digital tools enhances my creativity in writing.
15. I prefer using digital tools over traditional pen-and-paper methods.
16. Digital tools allow me to track my progress in writing.
17. I feel more independent in learning when I use digital tools.
18. Digital tools make peer-review activities more effective.
19. I experience fewer difficulties in writing assignments with digital tools.
20. I would like teachers to integrate more digital tools in writing courses.

b. Interview Guide (Semi-Structured)

Theme: Students' Voices on Digital Tools in Writing

1. What digital tools do you usually use in writing tasks?
2. How do these tools help you in developing your academic writing?
3. Can you describe any challenges you face when using digital tools for writing?
4. How do digital tools affect your motivation and confidence in writing?
5. Do you think digital tools make collaboration with peers easier? Why or why not?
6. In what ways do digital tools influence the quality of your writing?
7. What kind of support do you expect from lecturers regarding the use of digital tools?
8. How would you like to see digital tools integrated in future writing courses?

c. Observation Sheet

Theme: Classroom Observation on the Use of Digital Tools in Writing

Aspect Observed	Indicators	Yes/No	Notes
Students use digital tools actively	Tools such as Google Docs/Grammarly/AI checked		
Collaboration occurs via digital platforms	Sharing documents, co-editing, giving comments		
Teacher facilitates digital tool use	Demonstration, monitoring, feedback		
Students show engagement	Focus, participation, enthusiasm		
Challenges appear	Technical problems, lack of skills		

2. Based on the sample instruments provided, develop your own data collection tools/ instruments:

- a. **Interview Questions** – Create 5–7 open-ended questions that are clear, easy to understand, and directly linked to your research objectives.
- b. **Questionnaire Items** – Design 8–10 items (Likert-scale) that are simple and relevant to your study focus.
- c. **Observation Checklist** – Prepare **4–6 aspects to observe** in classroom or learning settings. Each aspect should include indicators that reflect your research objectives.

INDIVIDUAL EXPLORATION (YIELD)

At this stage, students work individually to develop and write their own Method section for their research project. Using the sample Method section from a reputable journal and the provided research instruments (questionnaire and interview guide) as references, students are asked to:

1. Identify the key elements to include in their Method section, such as research design, participants, instruments, and procedures.

2. Ensure that the description of instruments (questionnaire and interview guide) aligns with their research objectives.
3. Write their Method section in a clear and replicable manner, paying attention to academic style, tense, and voice commonly used in Method sections.
4. Integrate any additional methodological details relevant to their study, such as ethical considerations or data analysis procedures.

Before writing your own Introduction section, it is important to first read examples from reputable journals to see how experienced authors begin their research articles. By examining these samples, you will learn how background information is introduced, how research gaps are highlighted, and how research aims are presented in a clear and logical flow. This activity will help you understand the structure and style expected in academic writing, providing a model to guide you when developing your own Introduction. To begin, please read the two sample Introduction sections provided below.

1. **Input and Output-Based Activities to Engage Primary School Students in Learning English",**

This article was written by Irfan Fajrul Falah, Yanuarti Apsari, Rita Kusumah, Asep Usamah, and Agatha Kristi Pramudika Sari. It was published in the Journal of Lifestyle and SDGs Review, Volume 4, Issue 1, in March 2024. This journal is indexed in SCIMAGO Q4. You can access the full article via the following link:
<https://www.sdgreview.org/LifestyleJournal/article/view/5562>.



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**INPUT AND OUTPUT-BASED ACTIVITIES TO ENGAGE PRIMARY SCHOOL
STUDENTS IN LEARNING ENGLISH**

Irfan Fajrul Falah¹
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Rita Kusumah³
Asep Usamah⁴
Agatha Kristi Pramudika Sari⁵

For this activity, please read the Method section of the article. This section outlines the research design, participants, data collection methods, and data analysis procedures used

in the study. Understanding these components will help you in structuring your own research methodology.

3.1 RESEARCH DESIGN AND PARTICIPANTS

The current study employed a mixed-method research methodology. It was used since this type of method provides a more comprehensive understanding of research problems by enabling them to make sense of qualitative and quantitative data (Creswell, 2013: 87; Mackey & Gass, 2012: 79). The current study's participants were 5th-grade primary school students (n=28) in Kuningan, West Java, Indonesia. In terms of English background, the majority of the students did not have experience taking additional English courses after school. However, there were some students (n=4) whose parents luckily facilitated taking extra English outside school time. The four students were included as participants, given that the authors wanted to see whether their engagement in learning English was higher.

engagement scores so that the information would be varied. The questions given in the interview were open-ended and conducted in their native language (Bahasa Indonesia) to get more precise information and avoid concerns in collecting the data. The interview lasted for more than 60 minutes and was audio-taped to make it easier for the researcher to re-check the information given by the students. Quantitatively, a set of questionnaires comprising 12 items adapted from Handelsman *et al.* (2005: 184-192) was distributed. It was spread to investigate students' engagement in input-based and output-based activity implementation. To make it more effective in collecting the information needed, the questionnaire was distributed manually (paper-based) since the students could not answer the question online (G-form). In addition, the questionnaire was written in Bahasa Indonesia so the students could respond accurately to the items of the questionnaire given.

3.2 DATA COLLECTION TECHNIQUES

As stated earlier, the current study covers both qualitative and quantitative data. Qualitatively, observation and interviews were conducted to collect the information during the implementation of input-based and output-based activities. In observation, the teacher was a teacher-researcher who observed and taught the students during four meetings. To minimize potential bias from the teacher-researcher role, video recordings were used to verify observations (Mackey & Gass, 2012: 104), allowing for a more objective analysis of student engagement.

Besides observation, the researcher also conducted an interview. The

2. Digital Multimodal Composing in EFL Grammar Instruction: Exploring Pre-Service Teachers' Experiences and Perspectives

3.3 DATA ANALYSIS

In analyzing the data, the current study employed four steps of content analysis (Mackey & Gass, 2012: 103), including transcribing, pre-coding, coding, and data display, to analyze the qualitative data obtained from observation and interview. Coding was performed manually, with themes emerging from repeated patterns in the students' responses and classroom interactions. Meanwhile, for quantitative data, the current study utilized descriptive statistics through SPSS 21 to describe the students' engagement towards input and output-based activity. Descriptive statistics, including means and frequency distributions, were calculated using SPSS 21 to measure the overall levels of engagement across the participant group (Davinson & Smith, 2018: 176).

The second article is written by Irma Savitri Sadikin (Esa Unggul University) and Yanuarti Apsari (IKIP Siliwangi). It was published in JOLLT (Journal of Languages and Language Teaching), Vol. 13, No. 3 (2025). The full article can be accessed <https://e-journal3.undikma.ac.id/index.php/jollt/article/view/14709>

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DIGITAL MULTIMODAL COMPOSING IN EFL GRAMMAR INSTRUCTION: EXPLORING PRE-SERVICE TEACHERS' EXPERIENCES AND PERSPECTIVES

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Please read the Method section carefully as a guide for understanding the research procedures.

RESEARCH METHOD

Research Design

This study adopts a case study design, allowing for an in-depth exploration of Digital Multimodal Composing (DMC) practices within English as a Foreign Language (EFL) classrooms. The case study approach provides a rich, contextualized understanding of the teaching and learning process, capturing the complexities of DMC implementation in a natural classroom environment (Creswell, 2003). According to Yin (2014), multiple case studies enable comparisons across different settings, offering deeper insights into how DMC strategies are adapted and experienced by educators and students alike. By focusing on real-life classroom interactions, this research provides a detailed exploration of pedagogical strategies and student engagement, leading to valuable contributions in developing effective DMC frameworks (Jiang & Ren, 2020). The qualitative nature of the study ensures a nuanced perspective, capturing participants' experiences and reflections to inform best practices in multimodal instruction (Lim & Unsworth, 2023). This approach facilitates a deeper understanding of how multimodal teaching can enhance language learning outcomes, contributing to the ongoing development of digital literacy in EFL education.

Research Participants

The study involved 15 students who voluntarily participated as respondents. These participants were enrolled in an English Language Education Program in Indonesia and represented a diverse age range of 19 to 21 years. They engaged in the creation of teaching materials on grammar, specifically focusing on tenses, by incorporating images, audio, and video elements. A purposive sampling method was employed to select respondents, ensuring that all participants had prior experience with Digital Multimodal Composing during their coursework. Prior to participation, each respondent provided informed consent, agreeing to take part in the study with the assurance that their identities would remain confidential.

Instruments

The research process was conducted in several phases to ensure comprehensive data collection. Initially, a diagnostic test was administered to assess the students' prior knowledge and skills related to digital multimodal text composition. Participants were required to respond to a series of questions based on a YouTube video titled "*The Power of Choice*" (<https://www.youtube.com/watch?v=2uZhpRvvVM4>). This video was selected for its strong relevance to the students' personal experiences with their daily life. The diagnostic test included a set of questions addressing key elements of DMC, which were presented in English. However, students were given the option to respond in either English or Bahasa Indonesia, their native language, to ensure clarity and accuracy in their responses. Student answers were scored quantitatively, with each relevant response awarded one point.

Following the diagnostic test, classroom observations were conducted through detailed note-taking during teaching sessions. These observations aimed to capture students' interactions, engagement levels, and their application of DMC concepts in real-time classroom settings. Finally, semi-structured interviews were conducted to gain deeper insights into students' perspectives on their experiences with DMC. The interview questions were structured around the Critical, Creative, and Technical Domains Framework to explore

Data Analysis

In alignment with the study's objectives, classroom observation was chosen as one of the primary data collection methods. Observations were conducted throughout DMC lessons, with the researchers assuming dual roles as both teachers and participant observers. Their direct involvement in the classroom setting provided an opportunity to obtain in-depth insights into the teaching and learning processes, allowing for a richer understanding of classroom dynamics (Merriam, 1998; Creswell, 1994). During each session, the researchers systematically recorded classroom events, interactions, and notable occurrences. At the conclusion of each session, these observations were compiled into detailed field notes. The structure and organization of the field notes were guided by the framework suggested by Bogdan & Biklen (1982) to ensure consistency and thoroughness in capturing classroom data.

The collected interview data were transcribed and analyzed using the interactive model analysis framework proposed by Miles et al. (2014). The interview questions were carefully designed to align with the Digital Multimodal Composing framework, ensuring they effectively captured students' perspectives on grammar instruction. The step involved a comprehensive literature review to establish the key themes in DMC-based instruction. Each interview theme and subtheme was derived from existing research on multimodal pedagogy. Critical Domain (Analyzing Multimodal Texts): This theme focused on students' ability to evaluate multimodal content and interpret meaning through text, images, and sound (Liang &

Worksheet 5.2 - Writing a Clear and Organized Method Section (Pho, 2008)

Instructions

1. Write each part of your Method section in the Student Work column.
2. Follow Pho's (2008) framework to ensure your Method section is clear, systematic, and aligned with research objectives and questions.
3. Manage in-text citations and references using Mendeley, and write full references in APA 7th edition style.
4. If generative AI is used at any stage (e.g., idea refinement or language support), write a brief AI use statement specifying how the tool was used and affirming that the content, analysis, and interpretation remain your own.

Pho's (2008) Move	Students Draft
Research Design	
DC1: Describing Research Context	
DC2: Describing Sample / Respondents	
DC3: Describing Instrument	
DC4: Elaborating Data Collection Procedure	
DC5: Justifying Data Collection Procedure	
DC6: Verifying Compliance with Ethical Standard	
DA1: Recounting Data Analysis Procedure	
References (APA Style)	List all cited sources in APA 7th edition format generated and checked using Mendeley.
AI Use Statement	If generative AI is used (e.g., for language refinement or idea clarification), write a brief AI use statement describing how the tool was used and confirming that the analysis and content are the student's own.

The outcome of this activity is an initial draft of the Method section that will later be refined in the Sharing and Discussion stage (T 5.3) through peer and lecturer feedback.

SHARING AND DISCUSSION (TRANSFORM)

At this stage, students exchange their draft Method sections with peers for review and feedback.

Worksheet 5.3- Peer Review for Method Section

Instructions

1. Exchange your draft Method section with a peer.
2. Evaluate the draft using the rubric below.
3. Focus on:
 - a. **Structural Moves / Rhetorical Completeness** – Is every component of the Method section explained clearly, completely, and logically (Pho, 2008)?
 - b. **Academic Ethics** – Does the draft follow academic standards: proper citation, originality, honesty, and transparency?
 - c. **Digital Ethics** – Are digital tools, software, and online data used responsibly and ethically, and is participant data protected?

Peer Review Rubric:

Section	Indicators	4- excellent	3- good	2- Fair	1-Poor
Structural Moves / Rhetorical Completeness	Rhetorical organization based on Pho	All moves are complete	Move are mostly complete	Moves are incomplete	Moves are absent
Academic Ethics	Originality and ethical paraphrasing	Fully original, ethical paraphrasing	Mostly original; minor patchwriting	Frequent weak paraphrasing	Copying or clear plagiarism
	Citation accuracy	All claims are properly cited	Minor citation errors	Several uncited claims	No or incorrect citation

Digital Ethics	Ethical use of digital tools (e.g.,AI)	Tools are used transparently and responsibly as support	Minor overuse or lack of clarity	Overliance on tools	Unethical use of digital tools
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The outcome of this stage is a set of peer-reviewed suggestions that students can use to revise and refine their Method section in the next stage (T 5.4 Drafting and Refining).

Follow-Up Activity: Wordwall Quiz on Writing Methodology

Platform: Wordwall – *How to Write Methodology in a Research Paper – Correct the Sentences*

Activity Type: Sentence correction (error-identification & editing)

Description:

Students will complete an interactive Wordwall activity focused on improving the clarity and accuracy of sentences commonly found in the methodology section of research papers. In this activity, participants are presented with several sample sentences that describe methodological elements (such as research approach, participants, instruments, data collection, and analysis). They then correct grammatical or structural errors to polish the text.

Implementation Instructions:

1. Share the Wordwall link with students: <https://wordwall.net/id/resource/96630082>
2. Students log in and work on the activity individually.
3. The quiz provides instant feedback for each correction.
4. Lecturer reviews results collectively to address common errors in sentence structure or methodological phrasing.

DRAFTING AND REFINING (HONE)

At this stage, students revise and refine their Method section draft based on feedback received from peers and the lecturer during the previous Sharing and Discussion (T 5.3). This stage emphasizes improving clarity, coherence, alignment with research objectives, and adherence to academic writing standards.

Worksheet 5.4- Revising and Refining the Method Section

Instructions:

At this stage, you will revise your Method section draft based on feedback received from peers and the lecturer during the previous Sharing and Discussion (Worksheet 5.3). Focus on improving clarity, coherence, alignment with your research objectives, and adherence to academic writing standards.

1. Review Feedback.

Examine all feedback carefully, paying attention to:

- a. Clarity of each section (Research Design, Participants, Instruments, Procedure, Data Analysis)
- b. Logical flow and coherence of information
- c. Alignment with research objectives and research questions
- d. Accuracy of references and APA 7th formatting
- e. Language, grammar, and academic writing style

2. Revise Method Section

Update your draft by integrating suggestions and ensuring that each section follows Swales' structural moves.

3. Finalize Research Instruments

Ensure that your questionnaire and interview guide are consistent with your Method section and research objectives.

4. Prepare for Submission

Follow-Up Activity: Wordwall Quiz on Writing Methodology

Platform: Wordwall – *How to Write Methodology in a Research Paper – Correct the Sentences*

Activity Type: Sentence correction (error-identification & editing)

Description:

Students will complete an interactive Wordwall activity focused on improving the clarity and accuracy of sentences commonly found in the methodology section of research papers.

Implementation Instructions:

1. Share the Wordwall link with students: <https://wordwall.net/id/resource/96630082>
2. Students log in and work on the activity individually.
3. The quiz provides instant feedback for each correction.

UNIT 6 WRITING FINDINGS AND DISCUSSION

Learning Objectives

After completing this session, students are expected to be able to:

1. Identify common typologies and communicative purposes of Findings and Discussion sections in research articles.
2. Organize and present research data effectively using tables, charts, and digital visualizations to support rhetorical meanings.
3. Apply Yang and Allison's (2003) rhetorical move framework to draft coherent and well-structured Findings and Discussion sections.
4. Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

Skill Focus of This Session

This session emphasizes the rhetorical construction of the Findings and Discussion sections in research articles, particularly through the application of Yang and Allison's (2003) rhetorical move framework. Students progress from recognizing typologies and communicative purposes to drafting, evaluating, and ethically revising data-driven academic texts.

Micro Skills Developed

In this session, students will develop the ability to:

1. identify common rhetorical moves and communicative purposes in Findings and Discussion sections,
2. distinguish between reporting results (Findings) and interpreting results (Discussion) based on rhetorical functions,
3. organize quantitative and qualitative research data logically and meaningfully,
4. present data using tables, charts, and digital visualizations that accurately support rhetorical claims,

5. apply Yang and Allison’s move framework to draft coherent Findings and Discussion paragraphs,
6. integrate visual data and textual explanation ethically and responsibly,
7. apply structured peer review criteria to evaluate clarity, coherence, rhetorical completeness, and ethical data presentation.

These micro skills strengthen students’ control over data presentation, rhetorical interpretation, and alignment between evidence and claims.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. construct analytically sound and rhetorically effective Findings and Discussion sections,
2. interpret research results critically and connect them to existing theories and previous studies,
3. demonstrate academic integrity in data reporting, interpretation, and use of digital visualization tools,
4. engage in reflective revision based on peer feedback and rubric-guided evaluation,
5. position research findings within broader disciplinary conversations in a clear and ethical manner.

Through these macro skills, students move beyond simply reporting results toward critical interpretation and scholarly argumentation, strengthening their academic voice and research credibility.

BRAINSTORMING (YIELD)

Specifically, the Findings and Discussion section comprises four main rhetorical moves: (1) providing background information, (2) reporting results, (3) summarizing results, and (4) commenting on results. According to Stoller and Robinson (2013), there are three common typologies or generic structures of the findings and discussion section of a research article. Table 6 displays the typologies.

Table 6. Typologies of Research Article Findings and Discussion Section

Type	Description (Flow of information)
Blocked	[Findings 1, Findings 2] [Discussion 1, Discussion 2]
Iterative	[Findings 1, Discussion 1] [Findings 2, Discussion 2]
Integrated	Not orderly organized

Each typology determines how the rhetorical structure is organized. The blocked typology first presents a detailed description and explanation of the findings, followed by a separate discussion section where the authors interpret the results, compare them with previous studies, and explain any expected or unexpected outcomes. In contrast, the iterative typology integrates the findings and discussion, requiring authors to not only report the results but also critically analyze them immediately after presentation. The integrated typology, being the most randomized form of the Findings & Discussion (F&D) section, can make it difficult to distinguish between the findings and discussion elements.

Worksheet 6.1- Identifying the Typology of Findings & Discussion (F&D)

Instructions:

1. Open each journal link provided in Column Journal Article Link.
2. Carefully read the Findings & Discussion (F&D) section of each article.
3. Identify the typology used in the F&D section:
4. Briefly explain your reasoning for choosing that typology based on the structure and flow of the F&D section.

Table for Student Response

No	Journal Article Link	Identified Typology
1	https://ejournal.unib.ac.id/JEET/article/view/29097	Blocked Typology
2	https://www.sdgsreview.org/LifestyleJournal/article/view/5562/2601	
3	http://www.ejournal.stkipsiliwangi.ac.id/index.php/p2m/article/view/181	
4	https://eric.ed.gov/?id=EJ1304494	
5	http://www.e-journal.stkipsiliwangi.ac.id/index.php/p2m/article/view/632	

INDIVIDUAL EXPLORATION (YIELD)

Structural Moves in Findings and Discussion Section

In academic writing, particularly in research articles, the Findings and Discussion section plays a crucial role in presenting and interpreting the results of a study. This section not only reports what was discovered but also provides context, identifies patterns, evaluates the significance of the findings, and draws implications for practice or further research. To guide writers in structuring this section effectively, Yang and Allison (2003) proposed a series of structural moves that organize the presentation and discussion of results in a logical and coherent manner. The following outlines these seven moves, providing both their purpose and illustrative examples.

1. Move 1 Background Information. It serves to provide context for the data presented, such as explaining the focus of the study or the research questions, which helps readers interpret the results later.

For example:

“This section presents the challenges faced by English teachers in primary schools under the Merdeka Curriculum.”

2. Move 2. Report Results. It systematically presents the research findings, often using tables, graphs, or relevant respondent quotations, focusing on factual reporting without interpretation:

Example sentence:

“Internal challenges include teachers’ qualifications, students’ limited vocabulary, and low motivation, as summarized in Table 2.”

3. Move 3. Summarise Results. It identifies patterns, trends, or key categories to provide a brief summary of the reported results.

For instance:

“Overall, internal challenges focus on teacher quality and student motivation, while external challenges relate to curriculum support and school facilities.”

4. Move 4. Comment on Results. This move consists of four main steps:
 - a) Step 1 Interpreting results

- b) Step 2 Comparing results with the previous literature
- c) Step 3 Accounting for results
- d) Step 4 Evaluating results

To provide a clearer understanding of how Move 4 is manifested in actual research writing, Table 7 presents excerpts illustrating each of the four steps: interpreting results, comparing results with previous literature, accounting for results, and evaluating results.

Table 7. Excerpts of the manifestations of the steps

Step	Excerpt
1. Interpreting results	<p>'It shows that they feel comfort using it during the learning' (RA95)</p> <p>'In other words, the storytelling technique increased the students' score in general, but six sessions of treatment still cannot make the storytelling technique significantly improve cerebral palsy students' ability in English vocabulary' (RA64)</p> <p>'It can be interpreted that the high improvement was dominated the result which means critical reading strategies can improve students' critical thinking skills significantly' (RA91)</p>
2. Comparing results with the previous literature	<p>'This finding is in line with Mompean (2005) that this technique is less essential for young learners' (RA4)</p> <p>'The result is irrelevant with Brown's (2004) idea which states that sentence completion functions to give students more time to think the answers' (RA29)</p>
3. Accounting for results	<p>'It is due to the fact that the students find it easier to memorize the vocabulary' (RA11)</p> <p>'This may be happened because students were not accustomed to asking higher order thinking questions' (RA91)</p>
4. Evaluating results	<p>'To solve those problems, it is recommended for the teacher to select the story which is adequate in terms of length of the story, vocabulary, and content of the story' (RA18)</p> <p>'Teachers should use visual aids, such as charts, drawings, graphs, and models, and other concrete teaching strategies to go along with verbally describing a concept' (RA80)</p> <p>'Future researchers are suggested to conduct their studies comprises as many samples as possible from different schools and employs random samples to accomplish more accurate and defensible results' (RA11)</p>

- 5. Move 5. Summarize the Research. It briefly highlights key findings and their implications.

For example:

"In summary, both internal and external factors significantly influence the effectiveness of English teaching at primary schools."

- 6. Move 6. Evaluate the Research. It points out limitations, emphasizes the study's contributions, or evaluates the methods used.

For example:

“While the study provides insights into primary English education, the limited sample size may affect generalizability.”

7. Move 7. Deductions from the Research. It covers suggestions, recommends future studies, and draws pedagogical implications.

For example:

“Future studies should examine teacher training programs more comprehensively. Pedagogically, increasing professional development opportunities is crucial for effective English teaching.”

Read the two assigned articles carefully, focusing on the *Findings and Discussion* sections. Pay attention to how the authors present their results, interpret the findings, and structure the discussion. Note the key components and steps used in organizing the discussion, as these examples will help you better understand the practical application of structural moves in research writing.

The article titled *Teachers' Problems and Solutions in Implementing Curriculum 2013*, authored by Yanuarti Apsari, was published in *Acuity: Journal of English Language Pedagogy, Literature and Culture*, Volume 3, Issue 1 (2018), pages 11–23. It can be accessed online at <https://eric.ed.gov/?id=EJ1304494>

Move	The example
Move 1 Background Information	<p>Finding and Discussion</p> <p>Relating to the objective of this study, the data is presented under several themes: the problems faced by English teachers in implementing Curriculum 2013 and their solutions to overcome the problems.</p>

<p>Move 2 Report Result</p>	<p>1. The Problems Faced By English Teachers in Implementing Curriculum 2013</p> <p>a. The Problems Related to Teaching and Learning Process</p> <p>Dealing with teaching and learning process, the respondents faced many difficulties in implementing School Based Curriculum as it is revealed from the questionnaires:</p> <p>Teacher #1 mentions that the obstacle in applying Curriculum 2013 is the limited facilities in the school. It is in line with teacher#3 who states that the obstacle is dealing with school's facility. While, teacher #2 says that the deciding the appropriate teaching method with the new curriculum. It is supported by teacher#3 who mentions the lack of understanding in applying scientific approach and lack of school's facility as the problems.</p>
<p>Move 3 Summarise Result</p>	<p>Based on the statements above, there are some problems that are faced by the respondents such as limited school's facilities, teaching methods and lack of understanding in applying scientific approach as the characteristic of curriculum 2013.</p>
<p>Move 4 Comment on Results</p>	<p>From the finding above, it can be concluded that teaching facilities can affect the quality of teaching and learning process as explained by Richards (2001: 207) that the last set of factors that affect the quality of teaching in a program related to the institution context in which teachers work. Since the teachers are expected to teach well they need ongoing support from the others. Thus, in order to make teaching process successful, school need to provide adequate teaching facilities such as a multimedia lab or computer lab, language lab, self-access center, and students reading room.</p>
<p>Move 5 Summarise the results</p>	<p>From the result finding above, it can be concluded that the teachers are not ready to implement curriculum 2013. It is due to their lack of competences. It is irrelevant with the statement of (Sarimaya, 2008) that the teachers are demanded to have professional competence. The competence include knowledgeable in terms of subject matter, teaching and learning methodology and curriculum. This means that teachers are demanded to be professional teachers and have good teaching skills.</p>

Worksheet 6.2 - Drafting Findings and Discussion Section

Instructions:

1. Complete the table by drafting findings and discussion paragraphs based on yang and Allison (2003).
2. Ensure each paragraph aligns with the intended rhetorical Move.
3. Present quantitative data with tables, charts, or graphs.

4. Present qualitative data as themes, categories, or illustrative quotes.
5. Interpret results, link to previous studies or theories, and highlight implications or limitations.
6. Use appropriate transition phrases to ensure cohesion. Manage in-text citations and references using Mendeley, and write full references in APA 7th edition style.
7. If generative AI is used at any stage (e.g., idea refinement or language support), write a brief AI use statement specifying how the tool was used and affirming that the content, analysis, and interpretation remain your own.

Move	Your Draft Text (Findings and Discussion)
Move 1	
Move 2	
Move 3	

Move 4	
Move 5	
References (APA Style)	List all cited sources in APA 7th edition format generated and checked using Mendeley.
AI Use Statement	If generative AI is used (e.g., for language refinement or idea clarification), write a brief AI use statement describing how the tool was used and confirming that the analysis and content are the student's own.

SHARING AND DISCUSSION (TRANSFORM)

At this stage, students share their draft Findings and Discussion sections with peers to receive feedback and refine their work. The focus is on improving clarity, cohesion, data presentation, and alignment with research objectives.

Worksheet 6.3 – Peer Review

Instructions

1. Exchange or upload your draft written Findings and Discussion section with a peer.
2. Focus your evaluation on three main aspects:
 - a. Structural Moves / Rhetorical Completeness – Are the moves in Findings and Discussion clearly applied and complete?
 - b. Academic Ethics – Is the writing original, properly paraphrased, and correctly cited?
 - c. Digital Ethics – Are digital tools, software, and online data used responsibly, ethically, and securely?
3. Record your feedback using the rubric below. Provide specific suggestions for improvement.

Peer Review Rubric:

Section	Indicators	4- excellent	3- good	2- Fair	1-Poor
Structural Moves / Rhetorical Completeness	Rhetorical organization based on Yang & Allison (2003)	All 7 moves are applied	Most moves applied; minor missing steps	Several moves or steps missing; unclear connections	Moves mostly absent or unclear; results/discussion poorly structured
Academic Ethics	Originality and ethical paraphrasing	Fully original; no patchwriting	Mostly original; minor patchwriting	Frequent weak paraphrasing	Copying or clear plagiarism
	Citation accuracy	All claims are properly cited	Minor citation errors	Several uncited claims	No or incorrect citation
Digital Ethics	Ethical use of digital tools (e.g., AI)	Transparent, responsible use	Minor overuse or lack of clarity	Overliance on tools	Unethical use of digital tools

DRAFTING AND REFINING (HONE)

At this stage, students revise and refine their draft Findings and Discussion sections based on peer feedback and lecturer comments. The focus is on producing a clear, cohesive, and well-structured final draft that aligns with research objectives and demonstrates effective use of data presentation and Swales' structural moves.

Worksheet 6.4 - Refining Research Findings and Discussion Drafts

Instructions

1. Review all comments from peers and lecturers on your draft Findings and Discussion section.
2. Revise your draft based on feedback given by peers and lecturer
3. Ensure all references and citations follow APA 7th edition style.
4. Upload your revised draft to the class platform.

UNIT 7 WRITING CONCLUSION AND ABSTRACT

Learning Objectives

After completing this session, students are expected to be able to:

1. Apply Paltridge and Starfield (2019) rhetorical moves in drafting conclusion
2. Apply Hakim et al (2021) rhetorical moves in drafting abstract
3. Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

Skill Focus of This Session

This session emphasizes the rhetorical construction of the Abstract and Conclusion sections in scientific articles through the application of Paltridge and Starfield's (2019) rhetorical moves for conclusions and Hakim et al.'s (2021) rhetorical moves for abstracts. Students move from guided application to critical evaluation and ethical revision through structured peer review.

Micro Skills Developed

In this session, students will develop the ability to:

1. identify the communicative purposes and rhetorical moves of Abstract and Conclusion sections,
2. apply Paltridge and Starfield's rhetorical moves to draft coherent and purposeful conclusion paragraphs,
3. apply Hakim et al.'s rhetorical moves to draft concise, informative, and well-structured abstracts,
4. distinguish between summarizing results, interpreting contributions, and highlighting implications,
5. apply structured peer review criteria to evaluate rhetorical completeness, academic conventions, and clarity,
6. assess originality, citation practices (where applicable), and ethical use of digital tools in drafting.

These micro skills enhance students' precision in rhetorical control and effectiveness in high-stakes academic sections.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. construct abstracts and conclusions that accurately represent the study's purpose, methods, findings, and contributions,
2. articulate the significance and implications of research within disciplinary contexts,
3. demonstrate academic and digital ethics through responsible drafting, peer evaluation, and revision practices,
4. engage in reflective revision based on rubric-guided peer feedback,
5. present a coherent and credible scholarly identity through well-aligned abstracts and conclusions.

Through these macro skills, students progress from understanding rhetorical patterns to strategically shaping the final impression of their research, ensuring clarity, integrity, and publishability.

BRAINSTORMING (YIELD)

Students independently examine examples of conclusions and abstracts from reputable journal articles. They are asked to identify language features, structural patterns, and compliance with citation styles.

Worksheet 7.1 Abstract and Conclusion Analysis with Swales CARS Model

Instructions:

Read the following abstract and conclusion below. Analyze each sentence by identifying its move according to Swales' CARS model. The title of the article is **Digital Multimodal Composing in EFL Grammar Instruction: Exploring Pre-Service Teachers' Experiences and Perspectives**. It is written by Irma Savitri Sadikin (Esa Unggul University) and Yanuarti Apsari (IKIP Siliwangi). It was published in JOLLT (Journal of Languages and Language

Teaching), Vol. 13, No. 3 (2025). The full article can be accessed <https://e-journal3.undikma.ac.id/index.php/jollt/article/view/14709>

DIGITAL MULTIMODAL COMPOSING IN EFL GRAMMAR INSTRUCTION: EXPLORING PRE-SERVICE TEACHERS' EXPERIENCES AND PERSPECTIVES

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<i>Article Info</i>	Abstract
<p>Article History Received: February 2025 Revised: April 2025 Published: July 2025</p> <hr/> <p>Keywords Digital multimodal composing; EFL grammar instruction; Multimodal Literacy; Digital fluency; Pre-Service Teachers;</p>	<p><i>The growing integration of Digital Multimodal Composing (DMC) in English as a Foreign Language (EFL) instruction has transformed conventional grammar teaching methods by incorporating text, images, sound, and movement. However, limited empirical research explores its application in grammar instruction, particularly from the perspective of pre-service teachers. Guided by Liang and Lim's (2020) DMC pedagogical framework, grounded in Systemic Functional Linguistics and Design Thinking, this study examines the implementation of DMC in an Indonesian EFL higher education context. Fifteen pre-service teachers from an English Language Education Program participated in the study. Data were collected using a case study design through classroom observations, semi-structured interviews, and student reflections. Findings indicate that DMC fosters engagement, enhances conceptual understanding, and develops digital literacy skills. High-achieving students demonstrated strong digital fluency, creativity, and analytical skills in integrating multimodal elements into grammar lessons. Conversely, low-achieving students faced challenges with multimodal cohesion, tool navigation, and troubleshooting technical issues. The study highlights the importance of explicit instruction, guided practice, and peer collaboration in supporting students' multimodal literacy development. It emphasizes the need for structured pedagogical scaffolding to effectively integrate DMC into EFL grammar instruction. The findings suggest that while DMC promotes student-centered and multimodal learning, sustained instructional support and curriculum integration are essential for its success.</i></p>

Read the abstract above. For each sentence, identify its move according to Swales' CARS model and complete the table below.

Move	Sentences from abstract

Conclusion

This research examined the application of Digital Multimodal Composing (DMC) in grammar instruction within the EFL setting and its effects on students' learning experiences. The results demonstrate that DMC promotes engagement, improves conceptual comprehension, and fosters digital literacy abilities, making it an effective pedagogical method in grammar training. Students engaged with multimodal texts, developed digital content, and enhanced their technical abilities in the creation of instructional materials in Critical, Creative, and Technical Domains. The Critical Domain assisted students in analysing multimodal texts and comprehending grammatical structures more effectively; nonetheless, certain low achiever learners necessitated further coaching. The Creative Domain promoted inventive course design; nonetheless, students encountered difficulties in reconciling creativity with linguistic precision. The Technical Domain indicated that students with previous digital literacy transitioned effectively, whilst others encountered difficulties with video editing and content synchronisation, finding assistance through peer mentoring and structured training. Despite these limitations, the systematic execution of DMC afforded students significant learning experiences, enhancing their multimodal literacy, creativity, and technical skills. To enhance DMC's efficacy in EFL grammar instruction, it is essential to use structured scaffolding, clear instruction, and digital literacy training.

Read the conclusion above. For each sentence, identify its move according to Swales' CARS model and complete the table below.

Move	Sentences from Conclusion

Reflection Questions

1. Which Move is most commonly found in the abstracts?
2. Which Move is sometimes missing? Why do you think so?
3. What tenses are frequently used in each Move?
4. What lesson can you apply to your own abstract writing?
5. Does the conclusion provide only a summary, or does it also interpret findings?
6. How are implications for theory or practice stated?

7. Is there a mention of limitations or suggestions for further research?
8. What can you apply in writing your own conclusion?

INDIVIDUAL EXPLORATION (YIELD)

Instructions:

In this stage, students start drafting their own conclusion and abstract

1. Draft conclusion and abstract section
2. Ensure each paragraph aligns with the intended rhetorical Move.
3. Support each paragraph with at least 2–3 scholarly sources.
4. Manage in-text citations and references using Mendeley, and write full references in APA 7th edition style.
5. If generative AI is used at any stage (e.g., idea refinement or language support), write a brief AI use statement specifying how the tool was used and affirming that the content, analysis, and interpretation remain your own.

Worksheet 7.2 – Drafting the Conclusion and Abstract

Instruction:

In this stage, you will begin drafting your Conclusion and Abstract, for the article you are developing. Use the insights from the brainstorming stage (class discussion, sample articles, and feedback) and adapt them to your own research context.

Part A. Drafting the Conclusion

1. Restate the research purpose in one sentence:

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2. Summarize your main findings (2–3 sentences):

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3. Highlight the contribution or significance of your study (2–3 sentences):

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4. State the limitation of your research:

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5. Suggest implications or recommendations for future research:

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6. References (List all cited sources in APA 7th edition format generated and checked using Mendeley)

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7. AI Use Statement (If generative AI is used (e.g., for language refinement or idea clarification), write a brief AI use statement describing how the tool was used and confirming that the analysis and content are the student's own.)

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Part B. Drafting the Abstract

1. Write in one paragraph (150–200 words).

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2. References (List all cited sources in APA 7th edition format generated and checked using Mendeley)

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3. AI Use Statement (If generative AI is used (e.g., for language refinement or idea clarification), write a brief AI use statement describing how the tool was used and confirming that the analysis and content are the student’s own.)

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SHARING AND DISCUSSION (TRANSFORM)

Students share their initial drafts in small groups or class discussions. They exchange feedback by comparing their work with peers, focusing on clarity, conciseness, and adherence to academic writing conventions. The lecturer provides additional guidance to highlight good practices and common mistakes.

Worksheet 7.3 - Peer Review of Draft Conclusion and Abstract

Part A – Peer Review of Draft Conclusion

Instructions:

1. Exchange your Conclusion draft with a classmate.
2. Review the draft carefully and provide constructive feedback based on the rubric below.

Section	Indicators	4- excellent	3- good	2- Fair	1-Poor
Structural Moves / Rhetorical Completeness	Rhetorical organization of conclusion based on Paltridge & Starfield (2019)	All key moves for conclusion are applied	Most moves applied; minor missing steps	Several moves missing; unclear connections	Moves mostly absent; conclusion poorly structured
Academic Ethics	Originality and ethical paraphrasing	Writing is fully original; ideas are ethically paraphrased with no patchwriting	Mostly original; minor patchwriting	Frequent weak paraphrasing	Copying or clear plagiarism
	Citation accuracy	All claims are properly cited	Minor citation errors	Several uncited claims	No or incorrect citation
Digital Ethics	Ethical use of digital tools (e.g., AI)	Tools are used transparently and responsibly as support	Minor overuse or lack of clarity	Overliance on tools	Unethical use of digital tools

Part B – Peer Review of Draft Abstract

Instructions:

1. Exchange your Abstract draft with a classmate.
2. Review the draft carefully and provide constructive feedback using the rubric below.

3. Section	Indicators	4- excellent	3- good	2- Fair	1-Poor
Structural Moves / Rhetorical Completeness	Rhetorical organization of abstract based on Hakim et al., (2021)	All 5 moves (Introduction, Purpose, Method, Product, Conclusion) are clearly and appropriately included	Most moves included; minor omissions or slight lack of clarity	Several moves missing; unclear connections	Moves mostly absent; conclusion poorly structured
Academic Ethics	Originality and ethical paraphrasing	Writing is fully original; ideas are ethically paraphrased with no patchwriting	Mostly original; minor patchwriting	Frequent weak paraphrasing	Copying or clear plagiarism
	Citation accuracy	All claims are properly cited	Minor citation errors	Several uncited claims	No or incorrect citation
Digital Ethics	Ethical use of digital tools (e.g., AI)	Tools are used transparently and responsibly as support	Minor overuse or lack of clarity	Overliance on tools	Unethical use of digital tools

DRAFTING AND REFINING (HONE)

Based on peer and lecturer feedback, students revise and refine their conclusion and abstract. At the end of this stage, students are expected to have a near-final version of these sections ready for integration into their full article draft.

Worksheet 7.4 -Revising Abstract and Conclusion for Journal Readiness

Instructions:

1. Review all comments from peers and lecturers on your draft conclusion and abstract.
2. Revise your draft of the abstract and conclusion based on peer and lecturer feedback
Ensure all references and citations follow APA 7th edition style.
3. Upload your revised draft to the class platform.

SECTION 5

IMPROVE STAGE

The Improve Stage in the QuiryThink learning model emphasizes the importance of systematic evaluation and revision in academic writing. At this stage, the manuscript is not only reviewed for content but also refined in terms of clarity, coherence, originality, and adherence to academic conventions. The process is structured into four sub-stages: *brainstorming, individual exploration, sharing and discussion, and drafting and refining*. Together, these sub-stages ensure that the article develops from a working draft into a polished version that approaches the standards of reputable journal publication.

The stage begins with brainstorming, where the manuscript is critically examined using a reviewer rubric. Each section of the article—title, abstract, introduction, method, findings, discussion, conclusion, and references—is analyzed against the rubric’s criteria. This activity allows the identification of strengths, weaknesses, and specific areas for improvement. By evaluating the article through the lens of a reviewer, the writing is approached objectively, enabling targeted revisions that strengthen both argumentation and presentation.

Next comes individual exploration, in which digital tools are applied to support the revision process. Turnitin is used to ensure originality and proper citation, while Grammarly or LanguageTool assist in refining grammar, coherence, and writing style. These tools provide immediate feedback that helps writers make necessary corrections, avoid plagiarism, and improve readability. The process fosters self-reflection, as each writer becomes more aware of their recurring mistakes and learns to implement effective strategies for improvement.

The third sub-stage is sharing and discussion, where the results of self-evaluation and digital tool checks are brought into collaborative reflection. By sharing findings in class, common challenges and recurring issues are highlighted, and diverse perspectives on clarity, structure, and coherence are exchanged. This stage encourages constructive dialogue and peer support, while also broadening the understanding of quality academic writing. Insights gained from these discussions form the basis of an action plan for further revision.

Finally, the drafting and refining sub-stage focuses on integrating feedback from self-assessment, digital tools, and peer discussion into a comprehensive revision. The manuscript is revised section by section, ensuring improvements in clarity, argumentation, structure, and referencing. This process not only ensures the manuscript is well-prepared for submission but also trains writers in developing critical self-editing skills essential for future academic work.

UNIT 8 EVALUATING THE MANUSCRIPT

Learning Objectives

After completing this session, students are expected to be able to:

1. Identify strengths, weaknesses, and areas for improvement in each section of their own research article by applying a journal reviewer rubric systematically.
2. Apply AI-assisted digital revision tools (e.g., plagiarism checkers, grammar and style analyzers) critically and ethically to evaluate and improve originality, grammatical accuracy, coherence, and academic language quality.
3. Communicate the results of manuscript evaluation and digital tool checks clearly through oral presentation and class discussion.
4. Revise and produce a polished and coherent manuscript draft by integrating rubric-based self-evaluation, digital tool feedback, and insights gained from class discussion.

Skill Focus of This Session

This session emphasizes technology-assisted manuscript evaluation and refinement, focusing on the critical and ethical use of journal reviewer rubrics and AI-assisted digital revision tools to improve academic writing quality. Students move from analytical evaluation toward integrative revision and reflective academic decision-making.

Micro Skills Developed

In this session, students will develop the ability to:

1. apply a journal reviewer rubric systematically to identify strengths, weaknesses, and gaps across all manuscript sections,
2. interpret rubric indicators related to rhetorical structure, coherence, originality, and academic conventions,
3. critically analyze similarity reports from plagiarism detection tools to distinguish acceptable similarity from problematic overlap,
4. interpret grammar, style, and coherence feedback generated by AI-assisted writing tools,

5. integrate multiple sources of feedback (rubric, AI tools, peer and lecturer input) into targeted revisions.

These micro skills strengthen students' evaluative accuracy, critical digital literacy, and control over revision processes.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. refine a complete research manuscript into a coherent, accurate, and academically polished draft,
2. demonstrate responsible and transparent use of AI-assisted tools in academic writing and revision,
3. balance human judgment and automated feedback in scholarly decision-making,
4. engage in reflective academic communication by explaining and justifying revision choices,
5. prepare a manuscript that aligns with journal-level quality expectations and ethical standards.

Through these macro skills, students move beyond surface-level correction toward strategic, ethical, and publication-oriented revision, reinforcing their identity as responsible and competent academic writers.

BRAINSTORMING

In this stage, students analyze their own articles individually using the reviewer rubric introduced in the previous stage. They identify strengths, weaknesses, and areas needing improvement in each section of their article

Worksheet 8.1- Evaluating Your Own Manuscript Using Reviewer Rubrics

Instruction:

1. Carefully read the reviewer rubric and make sure you understand each criterion.
2. Review your own manuscript section by section.

- Use the rubric to assess the quality of each section, noting where the manuscript meets the criteria and where improvements are needed.

Read the following reviewer rubric

Questions	Yes	Partially	No
Do you think the title is appropriate?			
Does the abstract summarize the article clearly and effectively?			
Are the objectives set clearly?			
Is the issue stated clearly?			
Is the literature review adequate?			
Is the design of the research appropriate, and the exemplary, if any, suitable?			
Is the methodology consistent with the practice?			
Are the findings expressed clearly?			
Is the presentation of the findings adequate and consistent?			
Are the tables, if any, arranged well?			
Are the conclusions based on the findings?			
Are the suggestions meaningful, valid and based on the findings?			
Are the references adequate?			
Is the language clear and understandable?			
Is cohesion achieved throughout the article?			
Is the work contributing to the field?			

INDIVIDUAL EXPLORATION

In this stage, students individually apply AI-assisted digital revision and checking tools to evaluate and enhance their own manuscript. The focus is not only on language accuracy and originality, but also on verifying the ethical use of AI-generated content. Students first use Turnitin to check the originality and similarity score of their manuscript and to ensure proper citation practices. Next, students employ AI-based language revision tools such as Grammarly or LanguageTool to improve grammar, coherence, clarity, and academic writing style.

In addition, students are required to use an AI content checker (e.g., Turnitin AI Detection feature or other AI-detection tools approved by the lecturer) to review whether their manuscript shows indications of excessive AI-generated text. This step ensures that AI is used as a support tool for revision, not as a substitute for original academic writing.

Through this process, students critically interpret feedback from plagiarism checkers, AI detectors, and language tools, revise their manuscript responsibly, and prepare a more polished and ethically sound draft before the peer discussion stage.

Worksheet 8.2 –Improving Your Article with Digital Tools

Students will use digital tools and AI checkers to evaluate and improve their manuscript, focusing on originality, language quality, coherence, academic style, and ethical AI use, in preparation for the next stage.

Instructions

1. Open your manuscript and run digital revision tools on your article:

a. Turnitin

- 1) Check the originality and similarity score of your manuscript.
- 2) Identify sections that require paraphrasing or citation improvement.

b. Grammarly / LanguageTool

- 1) Check grammar, sentence clarity, coherence, and writing style.
- 2) Apply necessary corrections to improve readability and academic language quality.

c. AI-Generated Content Check

Use an AI checker (e.g., Turnitin AI Detection):

- 1) Check whether your manuscript is flagged as having AI-generated content.
- 2) Identify sections that may rely too heavily on AI assistance.
- 3) Revise those sections to ensure originality, personal academic voice, and ethical AI use.

2. Save the evidence of your checking results.

3. Upload the following documents to the class platform:

- a. Screenshot or report of Turnitin similarity result

- b. Screenshot or report of Grammarly / LanguageTool checking result
- c. Screenshot or report of Screenshot or report of
- d. Revised manuscript draft after applying suggested improvements

SHARING AND DISCUSSION

In this stage, students present and share the outcomes of their self-evaluation and digital tool checks with the whole class. Rather than re-evaluating the manuscripts, the focus is on communicating key findings from the previous stages and articulating planned revision priorities.

Through brief presentations, students report:

- 1) major strengths identified in their manuscripts,
- 2) recurring issues revealed by the reviewer rubric and digital tools, and
- 3) sections that require improvement before final revision.

Classroom discussion is used to clarify revision priorities, compare common challenges across manuscripts, and exchange practical revision strategies. This shared reflection helps students develop clearer revision directions and prepares them to implement focused improvements in the Drafting and Refining stage (Worksheet 8.4).

Worksheet 8.3- *Manuscript Evaluation Results Presentation*

This worksheet guides students to present the results of their self-evaluation and digital tool checks to the class. The presentation focuses on reporting key findings from the previous stages to support class discussion and shared reflection before final revision.

Instructions

Prepare a short oral presentation (3–5 minutes) to share the evaluation results of your manuscript with the class. Your presentation should summarize the key issues identified through the reviewer rubric and digital tools. Use the outline below to structure your presentation.

Summary of Evaluation Results

1. Reviewer Rubric Highlights
 - a. Main strengths identified across article sections:
 - b. Key weaknesses or recurring issues identified:
 - c. Sections that need the most improvement:
2. Plagiarism and Originality Check
 - a. Turnitin Similarity Score:
 - b. Sections with high similarity:
 - c. Brief explanation of the similarity issues identified:
3. Language and Writing Quality Check
 - a. Common grammar, clarity, or coherence issues identified by Grammarly/LanguageTool:
 - b. Sections most affected by language or language accuracy problems:

Expected Outcome

By completing this worksheet, students will be able to clearly communicate the current quality of their manuscript, identify priority areas for improvement, and actively participate in class discussion to gain insights for the next stage, Drafting and Refining (Worksheet 8.4).

DRAFTING AND REFINING

In this final stage of the IMPROVE phase, students revise their articles based on self-evaluation, class discussion, and digital tool feedback. The focus is on improving clarity, coherence, argumentation, structure, and referencing throughout the article. After making revisions, students produce a polished, complete draft. The goal is to ensure the article is well-prepared, academically sound, and ready for submission or the next stage of the learning process.

Worksheet 8.4 Upload Your Revised Article

Instructions:

1. Revise your article carefully by incorporating feedback from:
 - a. Reviewer rubric and class discussion
 - b. Digital tool feedback (Turnitin, Grammarly/LanguageTool)
 - c. AI Detector
2. After completing your revisions, upload a single, complete manuscript. Make sure all improvements are reflected in this version.

SECTION 6

NURTURE AND KEEP

The Nurture and Keep Stage is the final step in the QuiryThink learning model, where the process of academic writing culminates in polishing, reflection, and submission. At this stage, manuscripts that have gone through multiple rounds of drafting, revising, and improving are carefully refined into their final form. The emphasis is not only on producing a well-written article but also on cultivating reflective practices that allow writers to recognize the progress they have made, the challenges they have overcome, and the academic standards that their work must now meet.

The stage begins with finalizing and reflecting, where feedback from AI tools, reviewer rubrics, and earlier discussions is carefully considered. Writers evaluate their manuscripts using structured instruments such as the *Pre-Submission Checklist* adapted from *Cakrawala Pendidikan Journal*, which covers all aspects of article quality—from title, abstract, introduction, and methods to findings, discussion, conclusion, and references. This process ensures that clarity, coherence, originality, and format requirements are met. Reflection is also emphasized, enabling writers to identify lessons learned from the entire writing process and to plan how these insights can support future academic work.

The second part of this stage involves individual exploration, where revisions are made one final time. Manuscripts are checked using digital tools such as Turnitin for originality and Grammarly or Language Tool for language refinement. Each section of the article is reviewed to guarantee accuracy, consistency, and alignment with journal guidelines. A revision log may also be maintained, allowing writers to document changes and verify that every criterion has been addressed before submission. Through this careful process, the article is nurtured into a version that reflects both academic rigor and the writer's intellectual growth.

Following this, the sharing and discussion phase provides an opportunity to engage with the submission process itself. Writers watch a video tutorial on how to submit their manuscript, which can be accessed through this link: <https://youtu.be/PzzOS9NwzGA>. Classroom discussion then allows questions to be raised and final doubts clarified, ensuring that all writers feel confident and prepared for the technical and procedural aspects of

journal submission. This collaborative exchange strengthens not only technical readiness but also the sense of shared academic purpose.

Finally, the stage concludes with drafting and refining, where the manuscript is compiled into a complete, polished version ready for journal submission. All revisions based on rubrics, feedback, and digital tools are incorporated, resulting in an article that is both academically sound and professionally presented. This final act of “keeping” signifies not only the preservation of a well-crafted text but also the writer’s readiness to enter the broader academic community through publication. The Nurture and Keep Stage, therefore, encapsulates both the product and the process of learning, ensuring that academic writing is developed as a rigorous, reflective, and publishable scholarly practice.

UNIT 9 FINALIZING, REFLECTING, AND PREPARING FOR ARTICLE SUBMISSION

Learning Objectives

After completing this session, students are expected to be able to:

1. Evaluate and refine their manuscript using a pre-submission checklist to ensure compliance with the target journal's formal, ethical, and content requirements.
2. Submit the manuscript to a journal following the demonstrated procedure.
3. Reflect on their journal submission experience, identifying challenges encountered and strategies used to address them.
4. Reflect critically on their entire research and writing process from idea development to journal submission.

Skill Focus of This Session

This session emphasizes final manuscript preparation, journal submission, and reflective academic practice. Students focus on ensuring compliance with journal standards, executing formal submission procedures, and critically reflecting on their end-to-end research and writing journey.

Micro Skills Developed

In this session, students will develop the ability to:

1. apply a structured pre-submission checklist to verify manuscript completeness, formatting accuracy, originality, and ethical compliance,
2. identify and correct remaining issues related to language quality, citation accuracy, and alignment with journal guidelines,
3. follow step-by-step journal submission procedures using online submission systems,
4. document and articulate challenges encountered during the submission process,
5. reflect on specific strategies used to address technical, rhetorical, or ethical difficulties,

6. evaluate individual sections of the manuscript in relation to reviewer and journal expectations.

These micro skills strengthen students' procedural accuracy, attention to detail, and awareness of academic publishing conventions.

Macro Skills Developed

Building upon these abilities, students will develop the capacity to:

1. finalize a research manuscript that meets professional and ethical standards of reputable journals,
2. navigate academic publishing workflows independently and confidently,
3. engage in critical self-reflection on the full research and writing process, from idea generation to submission,
4. identify transferable strategies for future academic writing and publication tasks,
5. develop a reflective academic mindset that supports continuous improvement as a researcher and writer.

Through these macro skills, students transition from manuscript development to authentic participation in scholarly publication practices, consolidating both technical competence and reflective academic maturity.

BRAINSTORMING

At this stage, students have already revised and refined their articles in the IMPROVE phase. Now, they focus on finalizing the manuscript, reflecting on their learning process, and preparing it for submission to a target journal. Before submission, each student should carefully review the revised manuscript using the provided checklist. This activity aims to ensure that the paper fully meets the journal's formal and content requirements, thereby reducing the likelihood of rejection or major revisions after submission.

Worksheet 9.1 - Submission Process and Final Checks

Steps to follow:

1. Read each aspect and indicator listed in the checklist.
2. Evaluate your manuscript honestly for each item and mark Yes if it fulfills the requirement or No if it does not.
3. Take notes on any items marked No, and plan revisions to address these issues before submission.
4. Pay special attention to formatting, language, originality, and completeness of content, including title, abstract, introduction, methods, results, discussion, conclusion, and references.

Completing this checklist will help you produce a polished, journal-ready manuscript. The following pre-submission checklist is adapted from the Cakrawala Pendidikan Journal. It can be accessed online at the following link:

https://drive.google.com/file/d/15AXM10xsE1kFw_3eOHK2rhOxF36Ukbq5/view

Manuscript Pre-Submission Checklist Cakrawala Pendidikan Journal

No.	Aspects and Indicators	Does your manuscript fulfil it?	
		Yes	No
A	GENERAL		
1.	The manuscript is between 5,000 and 8,000 words in length including the title, abstract, and references.		
2.	The manuscript has followed the guidelines and conformed with Cakrawala Pendidikan Journal template		
3.	The similarity index for plagiarism check is pegged at 20%.		
B	THE MANUSCRIPT		
1.	Title		
	a. Clearly and concisely reflecting the content		
	b. Not more than 13 words		
	c. Written in Indonesian and English		
2.	Author's names		
	a. Full names of the authors		
	b. Affiliation of the authors		
	c. Official emails of the authors		

3.	Abstract		
	a. Reflects the content of the manuscript		
	b. Written in Indonesian and English		
	c. Started by background and then the objective or focus of the problems		
	d. Contains the important research procedure		
	e. Contains the main findings		
	f. Written in a single paragraph, single-spaced		
	g. Between 150-200 words		
	h. Keywords: 3-6 words		
4.	Introduction		
	a. Contains the background of the problem, the research gap, and ended by statement of the research objective or focus of the study		
	b. Supported by the latest theories and relevant research on the problem		
	c. Contains research novelty and useful innovations		
	d. Not more than 20% of the manuscript		
5.	Methods		
	a. Briefly, concisely, clearly written, but adequately reflects the research methods		
	b. Describes the use of research methods, procedures, tools, materials, or instruments, instrument validity/reliability, and data analysis techniques		
	c. Not more than 10% of the manuscript for qualitative research or 15% of the manuscript for quantitative research		
6.	Findings and Discussion		
	a. Briefly and clearly elaborates the research findings		
	b. Tables, graphs or verbal description are used interchangeably		
	c. The discussion section is comprehensively presented by supporting, comparing, and or contrasting the research findings with the findings from previous studies that have been published in reputable journals		
	d. In-text citation should refer to APA 7 th style		
	e. Not more than 60% of the manuscript		
7.	Conclusion		
	a. Wraps up what have been discussed in the manuscript		
	b. There is a formulation of prospects for the development of research results and prospects for future research applications		
8.	References		
	a. Refers to APA 7 th edition		

	b. Most of the references should be from international journals		
	c. All references should be online accessible, reliable and be published by reputable publishers		

Once authors find some aspects/indicators do not meet the checklist, they need to revise the manuscripts prior to the submission.

INDIVIDUAL EXPLORATION

In this stage, students watch a video tutorial demonstrating how to submit their article. You can access the tutorial video through this link: <https://youtu.be/PzzOS9NwzGA>. The class discussion addresses any questions regarding the submission process and final checks. This stage ensures students are confident and prepared to submit their final manuscript.

Worksheet 9.2 - *Proof of Article Submission*

Instructions:

1. Watch the tutorial video on the article submission process via this link: <https://youtu.be/PzzOS9NwzGA>
2. Submit your research article according to the journal or platform's guidelines.
3. After successful submission, **upload proof of submission**, such as:
 4. Screenshot of the submission confirmation page, or
 5. Confirmation email from the journal/platform.
6. Ensure that the proof shows:
 - a. Article title
 - b. Author name(s)
 - c. Submission status
 - d. Submission date
 - e. Upload your proof of submission on the class learning platform.

SHARING AND DISCUSSION

In this stage, students independently apply what they have learned about the submission process by carefully following the steps demonstrated in the tutorial video. After watching the tutorial, each student proceeds to submit their manuscript to the selected journal following the journal's author guidelines and submission template. Through this activity, students experience the actual process of manuscript submission, from completing the required metadata to uploading the main document and supplementary files. The accompanying worksheet helps guide their submission process and encourages them to reflect on each step, potential challenges, and important details to pay attention to before clicking the final "Submit" button. The reflections recorded in this stage will serve as the basis for the next class activity, where students will share their submission experiences and discuss lessons learned during the process.

After completing the submission process, students share their experiences with peers. This stage allows them to reflect on what they learned, discuss any difficulties they encountered, and exchange practical insights about submitting manuscripts to academic journals. Through this discussion, students can better understand the publication process and learn from one another's experiences.

Worksheet 9.3 – Sharing the Submission Experience

Instruction:

Share your experience submitting your manuscript to the selected journal.

Discussion Question:

What was the most important lesson you learned from the submission process?

DRAFTING AND REFINING

In this final stage, students reflect on their entire journey of writing and submitting a journal article—from developing initial ideas to completing the submission process. This stage encourages students to think critically about their progress, challenges, and achievements throughout the course. By revisiting each step of their learning experience, students identify the strategies that helped them improve, the difficulties they overcame, and the skills they need to continue developing as academic writers. Through this reflective process, students strengthen their awareness of themselves as responsible, ethical, and independent researchers ready to contribute to the academic community.

Worksheet 9.4 – Final Reflection on the Writing and Submission Journey

Instructions:

Reflect on your overall experience in writing and submitting your journal article. Think about the stages you went through from developing ideas, collecting data, analyzing findings, drafting and revising, to finally submitting your manuscript. Your reflection should highlight what you have learned about academic writing, research ethics, and yourself as a writer and researcher.

Reflection Question:

What are the three most valuable lessons you gained from the process of writing and submitting your article, and how will these lessons influence your future academic or professional writing?

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