

Using G - Suite Docs to Improve Students' Writing Ability at SMA Negeri 1 Batuan, Sumenep

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Abstract

The aim of this research was to describe the implementation of Using G - Suite Docs to Improve Students' Writing Ability at SMA Negeri 1 Batuan, Sumenep and to find out the achievement of student's writing ability in Using G - Suite at SMA Negeri 1 Batuan, Sumenep. The approach used in this research was classroom action research. Data collection tools in this study were observation sheets of learning management through G-Suite Docs media, student activity observation sheets and tests. The objects of this study were 25 students of class XII IPA 1 SMA Negeri 1 Batuan even semester of the 2020/2021 school year. The research showed that the result of implementing of using G-Suite Docs showed that the students were more enthusiastic in writing discussion text and all students could respond to their group work by commenting on the process in writing. Moreover, the students' achievement from the initial conditions up to second cycle. The average of initial condition was 66.6 changed to be 79.64 or increased 80% with the result of completeness reaching 92%.

Keywords: *G - Suite Docs, Writing ability, Discussion Text*

INTRODUCTION

The current declaration of school literacy activities is a step toward assisting students who enjoy reading and who wish to improve their writing skills. However, because the researcher's students at SMA Negeri 1 Batuan dislike reading, they have difficulty writing a text, despite the fact that writing practice is critical for assessing students' comprehension of the material, vocabulary, and grammar mastery. That is why it is critical to develop a learning strategy that will motivate students to write and will result in minimal writing errors. As (Rusmajadi, 2010) demonstrated, achieving the goal of teaching writing skills is not easy. The reason for this is that writing skills are the most difficult of all language skills. Because writing activities in English require additional abilities, such as reading and grammar, in addition to listening and

speaking. Indirectly, it can be stated that a person cannot write if his or her grammar or vocabulary skills are extremely limited. Meanwhile, Byrne (in Wigati, 2014) discusses three categories of difficulties associated with mastering writing skills: linguistic, cognitive, and content difficulties. The first issue concerns linguistics. Additionally, while many students demonstrate proficiency in speaking and language, the majority of students struggle with effectively generating their ideas. and the issue arises due to a lack of adequate English vocabulary and writing creativity. (2013) (Adas & Bakir).

Writing based on the meaning described by Fox,1993 (in Wigati, 2014) is an activity to express ideas, feelings, and opinions to communicate messages from thought to written form. In a writing, there are two-steps process, namely displaying the meaning of the idea and conveying it in for written language. Through writing we can share ideas, explain feelings, and convince others. In the 2013 Curriculum concerning General Guidelines for Learning English in SMA states that the purpose of teaching writing at the Senior High School (SMA) level is so that students can produce various forms of short functional texts and essays. The forms of text that must be produced are discussion, narrative, procedure, descriptive, report, news item, exposition, explanation, discussion, and review. And in this case, the researcher focuses on the discussion text that is taught to students of XII IPA 1 at SMA Negeri 1 Batuan. Discussion text is a type of text in which the writer conveys a variety of different perspectives, whether they agree or disagree on an issue before stating a conclusion (Sudarwati & Grace, 2017). Meanwhile, (Gusdiana & Rosa, 2013) it is a text that presents at least two points of view on an issue that have certain characteristics; The problem is usually added with a review, includes pro and con arguments, has conclusions and recommendations (optional), uses the simple present tense, uses modals, is additive, contrastive and has a causal relationship between each argument. Based on this definition, it can be said that in text discussion learning, students write about an issue or topic that they think is interesting to discuss and cause controversy and draw conclusions based on their point of view as writers.

The authors assume that the students' inability to write the text is due to a lack of knowledge about grammar and word choice in writing. As a result, appropriate learning techniques are required that are tailored to the purpose of the text, specifically collaborative writing with G-Suite Docs. According to (Silberman, 1996),

collaborative learning is the most effective method for developing active learning because it allows for the completion of learning tasks in small groups of students; peer support, diversity of perspectives, knowledge, and expertise. Thus, collaborative learning strategies are intended to maximize the potential or benefits of learning while minimizing learning failures. Additionally (Widodo, 2013), collaborative learning is generally regarded as a collaborative intellectual effort made by individual members of each group, or students and teachers, and it entails the incorporation of feedback from group members in a coordinated effort to complete group learning tasks. By and large, collaborative learning involves students working in groups to create products. In other words, collaborative learning entails the sharing of linguistic resources and knowledge, as well as joint engagement, negotiation, and product completion. Meanwhile, (Rosdiana, 2016) argues that collaborative writing projects increase each group member's ability, knowledge, and creativity in writing because they can exchange ideas, develop ideas, and complement one another's writing.

According (Google workspace for Education (G-Suite), 2021), Google Workspace for Education, formerly known as G-Suite, is a collection of cloud computing, *productivity and collaboration tools*, software and products developed and marketed by Google. Google Workspace consists of Gmail, Contacts, Calendar, Meet, and Chat for communication; Google Currents for employee engagement; Drive for storage; and *the Google Docs suite for content creation*. The education edition added the Google Classroom learning platform and starting October 2020 continued to use the name G-Suite for Education and changed becomes Google Workspace for Education in 2021. (Eikon Technology, 2021) stated that G-Suite for Education especially Docs, Sheets, slides different from Google Office with the product that have been used, G-Suite can be done collaboratively. That means, for example, if there is a school assignment done in groups, it is enough to create a new file and then invite all members of the group so that all of them can simultaneously work on the task at the same time. Steps to write collaboration with G-Suite docs; First, one student in 1 group enters the Drive account of their learning, and then creates a folder with the name of the text discussion group. Second, he opened the folder and created G-suite docs and invited their 1st group of friends and teachers using their study accounts. And third, began to write together according to their own chosen themes. Moreover, (Legowo et

al, 2019) stated that the Google for Education (G-Suite) application was created to make it easier to organize cloud-based learning, simplify education administration and encourage teacher and student interactions more effectively and efficiently; in other words, G-Suite for Education is useful as a supplement, complement or substitution. Furthermore, learning using the collaborative strategy contained in the G-Suite for Education application can improve the assessment of student learning outcomes covering aspects of attitudes, knowledge and skills by using portfolios individually or in groups.

Based on the explanation above, the similarities between previous researches. The related research was conducted by Setyawan, Martono, & Rochsantiningsih, 2014 in their Jurnal with the title "Optimizing Google Docs To Improve Students' Writing Skill Of Descriptive Text". The research findings show that Google Docs could improve students' writing skill of descriptive text and class climate of English class. The mean score shows the improvement from pretest to the post-test, from 62.39 into 77.04. The improvement of classroom situation includes: 1) students were always ready to have writing class immediately; 2) students developed the idea fluently without talking with other students; 3) students paid full attention to the lesson; 4) it did not take students a long time anymore to write sentence; 5) students made less noisy during the lesson.

The second related research was conducted by Sholihaha & Setyandari, 2018 in their Jurnal with the title "The Use of "Google Docs" in Teaching Writing: An Alternative Way of Collaboration in Writing". The research showed that The using of "Google Docs" gives the opportunities for the students to review others' works everywhere and whenever they want, not only in the class. The findings of the research show that there are significant improvements of students' writing skill after applying collaborative learning using "Google Docs". So, it is proven that utilizing "Google Docs" in reviewing students' work can be alternative method to improve writing ability. The other related research was conducted by Inayah, 2019 with title "The Implementation of Collaborative Technique in Teaching Writing to Enhance Students' Skill in Writing English Text". The results of the research showed that collaborative technique is successful to increase students' interest in writing English and also help them to develop their own writing skill form before the implementation, during, and

after the implementation of Collaborative technique. Thus, it can be concluded that collaborative technique affects the process of writing as an individual and group. By doing collaborative techniques in writing English, students tend to be an enthusiast to make a better writing text in English.

Those research above were the implementation using collaborative writing, while the difference was in the research subject and learning media; where the third previous research used collaborative writing manually and while the current research used the online G-suite documents same with first and second previous research. Based on the formulation of the problem presented above, the objectives of this study are: to describe the implementation of Using G - Suite Docs to Improve Students' Writing Ability at SMA Negeri 1 Batuan, Sumenep. And, to find out the achievement of student's writing ability in Using G - Suite at SMA Negeri 1 Batuan, Sumenep.

METHOD

This study used action research to actively involve the actors in the learning process, namely English teachers, students, and other subjects. Classroom Action Research is research conducted by teachers in their classrooms or schools with the goal of improving or enhancing the learning process and praxis (Arikunto, 2014). The purpose of this study was to describe the use of G-Suite Docs to improve student writing skills at SMA Negeri 1 Batuan, Sumenep.

Subjects

In classroom action research, the subject was the target that was used as a topic of conversation which is limited to classes that actively carry out learning in the classroom (Arikunto, 2014). The Subject of the study was a teacher of class XII IPA 1 SMA Negeri 1 Batuan. The objects of this study were very heterogeneous in terms of their abilities, there were some students who have high, medium, low, and very low abilities, they were 25 students of class XII IPA 1 SMA Negeri 1 Batuan even semester of the 2020/2021 school year consisting of 25 female students. The location of this research was SMA Negeri 1 Batuan located at Jalan Raya Lenteng Batuan Sumenep.

Instruments

Arikunto (2014) defined that Instrument was a tool in the guidelines for implementing a data collection. The data instrument of this study was a check list of the observation result of student activity in groups and individually, and test results.

Data Collection Procedure

Sources of data to obtain research data were students of class XII IPA 1 SMA Negeri 1 Batuan in the academic year 2020/2021. Data collection tools in this study were observation sheets of learning management through G-Suite Docs media, student activity observation sheets and tests. As Marshal (in Sugiyono, 2009) defined that through observation, researchers will learn about behavior, and the meaning of that behavior.

Data Analysis

This study uses qualitative data analysis. Based on (Sugiyono, 2009) that qualitative data analysis is inductive, which is an analysis based on data that is systematically searched and compiled obtained from interviews, field notes, and other easy-to-understand materials which are then organized, translated into units, synthesized, arranged in a pattern, then sorting out which ones are important and which will be studied, so that conclusions can be drawn that can be told to others. Data from the level of success or percentage of student success after the teaching and learning process in each cycle was carried out by providing an evaluation in the form of an individual writing test in initial observation and as a group in 1st cycle and 2st cycle.

To compile and process the collected data so that it can produce a conclusion that can be accounted for, the observation model used is qualitative data and, on the value-data using quantitative descriptive. This research is considered successful if: 1) Most students (75% of students) achieve the minimum score criteria score (75), 2) Student activities achieve good criteria (76% -86%).

In this research activity, researchers collaborated with 1 English teacher from SMA Negeri 1 Bluto. In carrying out the action, the researcher acts as a teacher and 1 person as an observer is in charge of observing the learning process in the classroom.

In accordance with the type of research chosen, namely action research, this study uses a spiral-shaped action research model from one cycle to the next. Each cycle consists of planning (planning), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. Before entering 1st cycle, a preliminary action is taken in the form of problem identification.

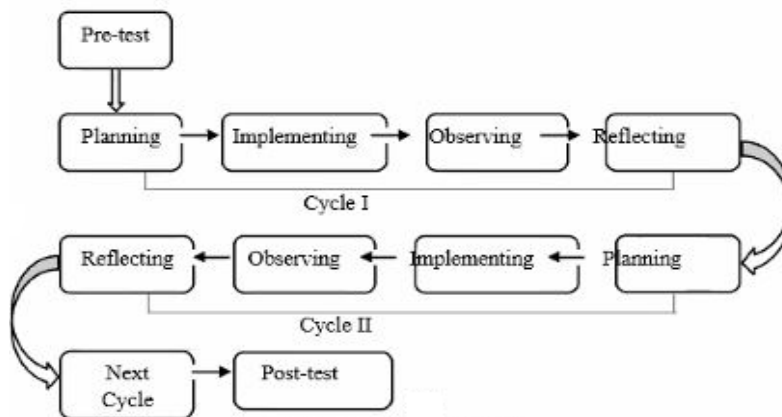


Figure 1. Research Design

FINDINGS AND DISCUSSION

This study aims to answer two problems, namely describe the implementation of Using G - Suite Docs to Improve Students' Writing Ability and find out the achievement of student's writing ability in Using G - Suite at SMA Negeri 1 Batuan, Sumenep. And the learning conditions before taking the action and after taking the action by applying collaborative learning techniques through the G-Suite Docs media showed a difference, namely an increase in both the process and student learning outcomes. This is illustrated by the improvement in activity or student participation in taking lessons and learning outcomes obtained by students after participating in learning through collaborative learning techniques through the application of G-Suite Docs media.

FINDINGS

Initial Condition Description

1. Discussion Text Writing Skills.

The planning activities carried out in the initial observations were to prepare for learning as usual, starting from preparing teaching tools, and learning scenarios as well

as initial evaluation tests. In the implementation of initial observations carried out in 4 hours of lessons, starting with providing motivation, namely exploring students' initial knowledge and providing information on the competencies to be studied. Next, the teacher gives the task of writing individual discussion texts with free themes, for example, there are students who choose the title "Pros and Cons on CCTV installations in School". The results of student work are presented using the Google meets application and analyzed by the teacher and students, from these results then discussed so that students understand the mistakes made.

2. Learning Outcomes

Data on the results of learning English in the initial observations were taken from the list of values for writing discussion texts. The lowest score is 40 and the highest score is 85. The average value is 66.6 with a range of 45. There are 12 students who have completed and 13 who have not completed.

The results of learning English are obtained from the writing skill test scores after learning. The test value data in the initial conditions can be seen in the table below:

Table 1. Initial Test Result Condition

No.	Description	Preliminary Test Results
1.	Lowest Value	40
2.	Highest Value	85
3.	Average Value	66.6
4.	Rated Range	45
5.	Complete	12
6.	Uncompleted	13

Description of 1st Cycle

1. Implementation of Discussion Text Writing Skills using G-Suite Docs.

The first cycle was carried out in 2 meetings, each taking 4 hours of lessons, with discussion text material with the theme "*Pros and Cons Using Social Media in Education*", each group composed a title with a different social media, for example group 1 took the title "*Pros and Cons Using WhatsApp in Education*", group 2 took the title "*Pros and Cons Using Telegram in Education*" and so on. 1st cycle was held on

January 19 and 20, 2021. In 1st cycle, the teacher delivered material with more in-depth and extensive explanations accompanied by complete examples with information on text structure and linguistic characteristics of the discussion text. In terms of assignments, the teacher will train students to work in large groups consisting of 4 to 5 people through the assignment of text analysis and how to use collaborative learning techniques with the application of G-Suite Docs media.

The implementation of writing learning through the application of G-Suite Docs learning media in 1st cycle can be described as follows: 1). The teacher opens the lesson and motivates students to take part in the lesson, 2). The teacher conveys the learning objectives, namely so that students are able to write discussion texts by providing examples of the text and identifying the text shown, then from the identification the teacher gives several questions about the content of the given discussion text. 3). The teacher provides students' understanding of the text. The explanation of the material includes the definition of the text, communicative purpose, generic structure, language features of the text, especially regarding the use of the past tense, where some students still made mistakes in grammar in the previous test, 4). Students are given the task to answer some questions about the text that has been read, 5). The teacher explains the steps for implementing collaborative learning techniques using G-Suite Docs media by showing video tutorials to make it easier for students to complete group assignments, 6). Students are divided into groups of 3 or 4 people by paying attention to heterogeneity, which means mixing students with low, medium and high competence, 7). The teacher asks students to make a writing plan (outline) with the theme "Pros and Cons Using Social Media in Education", each group composes a title with a different social media, for example group 1 takes the title "Pros and Cons Using Whatapps in Education", and group 1 takes the title "Pros and Cons Using Whatapps in Education". 2 takes the title "Pros and Cons Using Telegram in Education" and so on. After being given the same task for each group in the form of a discussion text, students carry out group discussions to start writing and commenting on their group's writings in order to improve the results using the G-Suite Docs media, 8). After finishing writing, each group presents the results of their respective group work through the Google meets application, 9). Teachers and groups who do not appear give an assessment of the presentations of students who appear, 10). The teacher, collaborator (observer), and

students reflect on the results of teaching and learning activities and the teacher explains the material at the next meeting to carry out evaluation activities.

And from the results of the first cycle of research it is known that in the implementation of learning, some students show enthusiasm for the given learning strategy, namely writing with G-Suite Docs media but there are still some who are still less active in writing activities, this can be seen from the results of the screen recording video. and the lack of responding to their group work with a lack of comments on the process of writing discussion texts and during the presentation of each group. So that in the results of the implementation of the first cycle there were still 8 students who scored below the minimum score criteria, with a percentage of completeness 68%.

2. Learning Outcomes

Data on the results of learning English in the first cycle was taken from the list of values for writing discussion texts. The lowest score is 65 and the highest score is 78. The average value is 73.08 with a score range of 13. There are 17 students who have completed and 8 students have not completed.

The results of learning English are obtained from the writing skill test scores after learning. The test value data in the first cycle conditions can be seen in the table below:

Table 2. Test's Result Condition of 1st Cycle

No.	Description	Test Results
1.	Lowest Value	65
2.	Highest Value	78
3.	Average Value	73.08
4.	Rated Range	13
5.	Complete	17
6.	Uncompleted	13

Description of 2nd Cycle Results

1. Discussion Text Writing Skills.

2nd cycle planning includes improvements to the reflection results of 1st cycle. The second cycle is carried out in 2 meetings with each taking 4 hours of lessons, with reading material in the form of discussion texts with the theme "Pros and Cons of

Learning in the Pandemic Era". 2nd Cycle will be held on 26 and 27 February 2021. In addition to re-preparing administrative needs such as lesson plans, worksheets, materials, and questions, the researcher plans some changes that must be implemented in 2nd cycle. What is different is in the presentation of material, assignment techniques, and assessments. In 2nd cycle, the teacher re-delivered the material with a more in-depth and extensive explanation accompanied by complete examples with information on the structure of the text and the linguistic characteristics of the discussion text. In terms of assignments, the teacher will train students to work in small groups consisting of 2 or 3 people through the assignment of text analysis of collaborative learning techniques with the application of G-Suite Docs media.

In the second cycle, writing learning is implemented using G-Suite Docs learning media as follows: 1). The teacher starts the lesson and encourages students to participate. 2). To teach students how to write discussion texts, the teacher first provides examples of previous texts, then asks questions about the content of those texts. 3). The teacher explains the text to the students. Some students still made grammatical errors in the previous test due to the use of the present tense and contractive conjunctions. 4). Students are asked questions about the text they just read. 5). The teacher shows students how to use G-Suite Docs media to collaborate on group projects. 6). Students are divided into groups of two or three based on their level of competence. 7). Student write an outline on "Pros and Cons of Learning in the Pandemic Era" or "Pros and Cons of Life in the Covid-19 Era". Students conduct group discussions to write and comment on the results of their group writings in order to improve the results, 8). After finishing their writing, each group presents their results using the Google Meet application, 9). Teachers and non-appearing groups evaluate the presentations of students who appear, 10). Lessons are evaluated and the teacher, collaborator (observer), and students reflect on the results. Students are more enthusiastic about writing with G-Suite Docs media, according to the results of the second cycle of research, and all students can respond to their group work by commenting on the process of writing discussion texts and during their respective presentations. So, even though the average score exceeded the minimum score criteria, only two students did not complete the second cycle.

3. Learning Outcomes

Data on the results of learning English in 2nd cycle were also taken from the list of values for writing discussion texts. The lowest score is 70 and the highest score is 85. The average value is 79.64 with a score range of 15. There are 23 students who have completed and 2 who have not completed. We can compare the results of learning English from the initial observations, 1st cycle and 2nd cycle. The test value data in the initial conditions up to 2nd cycle can be seen in the table below:

Table 3. Condition of Initial Test Results up to 2nd Cycle Test Result

No	Description	Valuation					
		Initial Test		1st Cycle Test		2nd Cycle Test	
		Value	percentage	Value	percentage	Value	percentage
01	Lowest Value	40	40%	65	65%	70	70%
02	Highest Value	85	85%	78	78%	85	85%
03	Average Value	66.6	67%	73.08	73%	79.64	80%
04	Rated Range	45	45%	13	13%	15	15%
05	Complete	12	48%	17	68%	23	92%
06	Uncompleted	13	52%	8	32%	2	8%

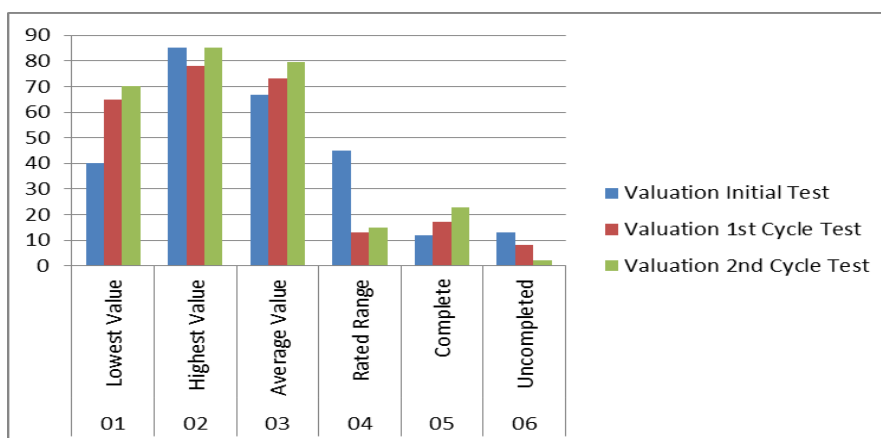


Figure 2. The Condition of Initial Test Results up to 2nd Cycle Test Result

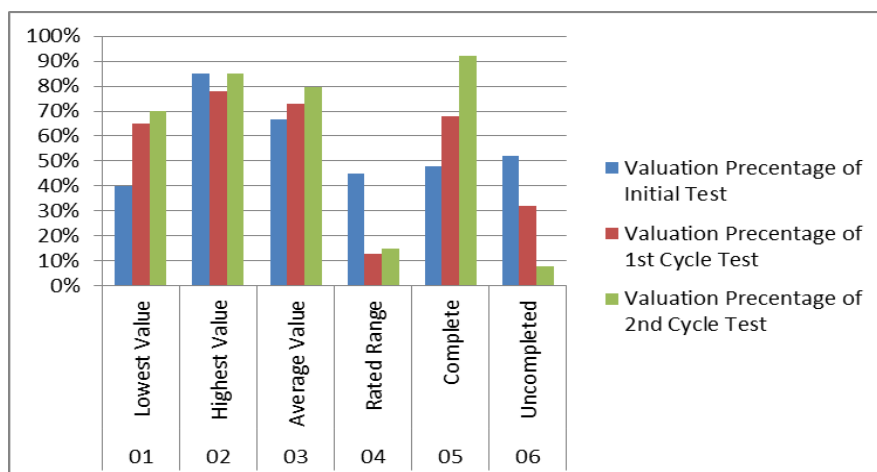


Figure 3. The Condition of Initial Test Results up to 2nd Cycle Test in Percentage

DISCUSSION

Through the implementation of learning media G-Suite Docs can improve students' writing discussion text skills in learning English for class XII MIPA 1 SMA Negeri 1 Batuan in semester 2 of 2020/2021. From the initial condition, the students' discussion text writing skills were low to the final condition, the students' skills increased too high. Through the application of learning media G-Suite Docs can improve English learning outcomes for students of class XII IPA 1 SMA Negeri 1 Batuan in semester 2 of 2020/2021. From the initial condition, the average score of English learning outcomes is 66.6 to the final condition, the average is 79.64 or an increase of 80%, with the result of completeness reaching 92%.

CONCLUSION

Based on the results of research and discussion, it can be concluded that: The research showed that the students implemented G-Suite Docs in two meetings each cycle and the result of implementing of using G-Suite Docs showed that the students were more enthusiastic in writing discussion text and all students could respond to their group work by commenting on the process in writing. The research showed that the students' achievement from the initial conditions up to second cycle. The average of initial condition was 66.6 changed to be 79.64 or increased 80% with the result of completeness reaching 92%

Based on the discussion and conclusions above, there are several things that can be used as suggestions for improvements in the future: The learning strategy used by the teacher must be able to attract students' interest and activity in the learning process, so that there will be interaction between students and students, teachers and students (collaborators) with learning resources which will ultimately improve students' English discussion text writing skills. The application of learning media must pay attention to the characteristics of students and schools. The selection of learning media used in learning at SMA Negeri 1 Batuan is important, because it will provide flexibility for teachers and students to choose and use appropriate learning strategies so that there is interaction between learning and learning materials.

Teachers should use this approach as an alternative action in overcoming learning English in this very difficult situation (Covid-19), especially to increase students' learning activities. Furthermore, they should develop assessment techniques that can improve student learning that are comprehensive, meaningful, and authentic and can measure student mastery.

For other researchers, should be able to develop this research so that it can be generalized proportionally. It is also recommended to conduct similar research, but in other English Writing materials. This is based on the consideration that students' writing skills are getting better and better. Because at the time this research was conducted, students were very excited and happy to participate in learning activities that they taught were not boring to learn to write by mixing several learning strategies

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