



The Effects of Reflective Learning Integrated Process Writing Instructions on High School Students' Attitude and Motivation Towards Paragraph Writing

Gebisa Tefera Wirtu¹; Rufael Disasa Warabu²; Ebisa Daba Mulata³

^{1,2,3} Department of English language and Literature, Institute of language study and journalism Wollega University, Nekemte, Ethiopia

<http://dx.doi.org/10.18415/ijmmu.v12i8.6961>

Abstract

The main aim of the study was to examine the effects of reflective learning integrated process-writing instructions on high school students' attitudes and motivation in writing paragraph. The study utilized quasi-experimental research design with mixed method approach, employing survey questionnaire which was intended to find attitude and motivation of high school students towards paragraph writing before and after the intervention. A semi-structured interview with a few selected students from the experimental group was also conducted to validate the data collected via the questionnaire. Two sections of grade eleven students at Leka Nekemte High School, in Ethiopia were chosen as participants of the study. These two sections of students were categorized as experimental (n=30) and control (n=30) groups, using the purposive convenience sampling technique. An independent sample t-test was run on SPSS version 27 to analyze survey questionnaire data, and the interview data was analyzed thematically to support the questionnaire data. The findings of the statistical analysis revealed that it significantly helped high school students to develop positive attitudes and improved their motivation towards paragraph writing. It is, therefore, recommended that high school teachers in EFL classes should encourage their students to practice paragraph writing through reflective learning integrated process writing instructions during their paragraph writing tasks.

Keywords: *Reflective Learning; Integrated; Process Writing; Attitudes and Motivation; Paragraph Writing Performance*

Introduction

According to Ethiopian language curriculum and syllabus design one of the main aims of teaching language is to improve students' writing skill. It has been considered as one of the significant skills that students need to improve for their personal development and academic success (Abebe & Weldearegawi, 2023), (Harmer, 2004), (Weigle, 2002). Because writing skill is a learning tool for all subjects as it serves as a medium of instructions for high school and university education in all Ethiopian high schools and universities, and it is also one of the literacy skills that students at all levels of education should master. Besides, writing skill can be used to reinforce students' linguistic competencies, cognitive competencies, and socio-cultural competencies (Zen, 2005); (Barkaoui, 2007); (Hidi & Boscolo, 2006). Moreover,

writing skills supplement other language skills, such as reading, listening, speaking, and other language elements such as vocabulary, grammar and language mechanics. According to Deti, Ferede and Tiruneh (2023) writing activities can reinforce speaking, listening, reading, vocabulary, grammar and language mechanics. These reinforce cognitive competencies, classroom activities, and enhance students written communication skills. Therefore, to achieve academic success students at all levels of education should develop effective writing skills (Barkaoui, 2007).

However, For EFL students writing is challenging and difficult language skill in comparison to other language skills. Because writing skill involves the process of transforming thoughts, ideas, and information onto paper using words. When writing, it employs words to convey meanings, clarify concepts, and influence others (Amanda & Utami, 2025). Added to that, the complex nature of writing skills, such as phonology, morphology, semantics and syntactic structure highly affects students' effective production of writing skill (Hussain, 2017; Rao, 2019). Moreover, as we write we handle, various activities like generating ideas, determine contents, vocabulary choice or word choice, accurate grammar use, and correct punctuation mark uses. Hence, it is a difficult skill for high school students' cognitive capabilities.

The complexity of writing skill increases level of tension and puzzlement in students while writing. These confusions can often hinder and demotivate the students and may results in negative reactions towards writing. As a result, students developed negative attitudes towards writing skill, especially in paragraph writing. This implies that the correlation between the students' attitudes towards writing skill is deeply related to their performance. When students have positive attitude towards learning writing, they gain positive mind setup and increase their achievement in writing because positive mind set up increase students' self-confidence and self-esteem. In contrast, students with higher anxiety may not be motivated to participate in activities, and results in their weak writing performance. As cited in Deti, Ferede, and Tiruneh (2023), parker and Erarslan (2015)), and Jabali (2018) confirmed that attitude plays a direct role in students' achievement in writing. This positive attitude can be sustained by the supportive roles that teachers play while teaching writing skills.

Added to that, students writing performance is also affected by students' motivation. As motivation facilitate students' engagement in writing tasks, it encourages them to practice more writing activities. The students' level of motivation is a determinist factor in students writing performance. as a student's motivation to write involves the whole process of writing, it is crucial to turn their writing performance into effective written composition (Hidi and Bascolo, 2006 a, 2007b; MacArthur, Philippakos, and Graham, 2016). This implies having positive interest and motivation can result in effective paragraph writing and vice versa.

Learning through reflection has a positive contribution because reflection enables the students to explore experience to develop understanding and appreciation, which is a fundamental feature of transformative learning. Moreover, reflection also enables students to revise the relationship between knowledge, practice, and experience. Through reflection in learning students' attitudes and emotions can be transformed to understand the subject matter and to construct their own knowledge (Deti, Ferede, and Tiruneh, 2023, Dewey, 1933).

It is essential to help students understand how to integrate reflective learning into process writing instructions that leads to effective writing. For example, reflective learning integrated process writing instructions play a vital role in language learning because language learning in general and writing skills in particular demands students' reflection into their learning. As reflection in learning is supposed to triggers students critical thinking, encourage students to analyze their learning process, deepen metacognitive awareness, enhance students' engagement and self-regulated learning, identify gaps, and adjust the strategies that enable students to improve their performance in academic writing, EFL teachers

at any level of education should train their students practice reflective learning through process writing instructions while writing. Specifically, Paragraph writing needs reflection in learning as it passes through different process to write effective and meaningful paragraph (Tang & Ann, 2022). They also contended that peer-reflection, teachers feedback and group reflections as a crucial strategy to improve writing skill. Hence, reflective learning integrated process writing instructions can be a very interesting learning strategy that engages students actively and persistently in the paragraph writing process, which serves as a tool for fostering self-assessment and teachers who use reflective learning approach to teaching supports students to construct meaning and knowledge.

Statement of the Problem

Many previous studies in Ethiopia have shown that high school students are weak in their writing skills (Hailemariam & Gebeyo, 2020; Bekele, Tamiru & Ali, 2022; Abebe & waoldearegawi, 2023, Deti, Ferede, & Tiruneh, 2023). They reported that there are many factors that hinders students' writing abilities, such as negative attitude, low motivation, anxiety, poor learning achievement, ineffective instructional methodologies and in appropriate leaning strategies. Among the all factors, they pointed to the weakness of instructional methodologies, negative attitude and low motivation which plays a significant role in preventing the students from maximizing their ability in writing effectively. In addition to that, EFL teachers at high school and EFL instructors at university in Ethiopia expressed their dissatisfaction with their students writing performance. Moreover, the current researchers observed that many high school students struggle with paragraph writing. writing skill requires a combinations of various cognitive, linguistic, motor, and affective system each of which makes its own contribution to the writing process and the text that gets written. For instance, some language scholars suggested the complexity of the iterative process writing instructions remains equivocal or very complicated tasks (Melekhina & Levitan, 2015; Ur, 1996; Hailemariam & Gebeyehu, 2020; Othman, Rahmat, Aripin, & Sardi, 2022). Because of this, many EFL students at high school encountered difficulties in writing compositions.

In the same vein, (Hussain, Akhtar, & Bukhari, 2023; Rao, 2019; Maarof, Yamat, & Li, 2011; Lestari, Loeneto, & Ihsan, 2019) reported that paragraph writing is difficult and challenging for EFL students due to various reasons. It is a complex cognitive practice such as phonology, morphology, semantics and syntactic structures. In addition to that, paragraph writing requires topic selection, identifying purpose, generating ideas, organizing ideas, vocabulary choices, accurate grammar use, and correct use of punctuation marks (Deti, Ferede, & Tiruneh, 2023; Zamel, 1983b; Zamel, 1983a; Hyland, 2008; Matsuda & Silva, 2014). Specially, for students who learn EFL, like Ethiopia, paragraph writing is very difficult skill to master. Thus, the low standard of EFL students paragraph writing skills at high schools are one of the urgent issues call for researchers' attention in Ethiopia.

The current researchers hypothesized that this may be due to the absence effective implementation of reflective learning integrated process writing instructions during paragraph writing tasks. Now days, reflection in learning has a promising strategy to provide opportunities for students to apply critical thinking, enhance creativity, encourage engagement, facilitate interaction, encourage goals setting, develop metacognitive abilities, and facilitates self-reflection abilities. But many high school students in Ethiopia high school have been observed they don't want to reflect into their learning. This maybe one of the main reasons that Ethiopian high school students become low achievers in their paragraph writing performance.

In the past, no studies have been conducted at high school level in Ethiopia to examine the effects of reflective learning integrated process writing instructions on high school students' attitudes and motivation towards paragraph writing. This indicates that there is still a need for research on the effects of

reflective learning integrated process writing instructions to teaching and learning paragraph writing on high school students' attitudes and motivation towards paragraph writing in Ethiopian context.

A few studies have been investigated to examine the effects of reflective learning integrated process writing instructions on students attitudes and motivation towards paragraph writing. For example, (Abbas, 2016) studied the effect of reflection supported process based teaching writing on Iraq EFL students writing performance and attitudes towards writing. The findings showed that participants writing performance and attitudes improved due to their reflection on the essay they wrote. In a similar manner, Hammati and Soltanupour (2012) investigated the effects of reflective portfolio writing and dialogue journal writing on Iranian students grammatical accuracy and over all writing abilities. The finding showed reflective portfolio and dialogue journal writing helped Iranian students improved grammatical accuracy and their over all writing ability. Moreover, Deti, Ferede and Tiruneh (2023) conducted the effect of reflection supported learning of writing in Jimma University on first year university students writing attitude and writing achievement goal orientations. Their findings indicated that reflection supported learning of writing skill has a positive effect on students writing attitude and writing achievement goal orientations.

The above mentioned researches are different in context and focus from the current studies in that the present study employed reflective guided prompted questions integrated in each process writing instructions to teaching paragraph writing to get the experimental group to deliberately reflect on the paragraph they write. Therefore, the current researchers were opted to investigate if reflective learning integrated process writing instructions has any positive effect on high school students' attitude and motivation towards paragraph writing.

Research Questions

- 1 Is reflective learning integrated process writing instructions significantly affects students' attitudes towards paragraph writing?
- 2 Is reflective learning integrated process writing instructions affect students' motivation towards paragraph writing?
- 3 Is there positive linear correlation between students' attitudes and motivation towards paragraph writing?

Review of Related Literature

Reflective Learning

Reflective learning is defined as active, persistent, and careful consideration of any belief or supposed form of knowledge that connects experience into deeper learning (Barer & Stein, 1987). He suggested that reflective learning frees the students from a surface approach learning like routine, unconscious to deep learning. However, now days in language learning, students poorly engaged in reflective learning and may often fall into routine patterns that lead them to accomplish tasks without much cognitive effort, such as merely preparing for the next exam and disregarding efforts to use the language outside of the classroom. Furthermore, Dewey argued that once routine habits are formed, this behavior often leads to decreased motivation, decreased learner autonomy, and a lack of metacognitive awareness. Developing reflective learning skills, on the other hand, makes it easier to learn how to learn, improves acceptance of the importance of the individual in one's own learning, and can enable students to make wise choices about how to proceed with their learning requirements. Additionally, by applying the knowledge and information students are obtaining from experience, reflective learning strategies help students plan their future and improve their continuing practice (Schon, 1983). Hence, it is essential to help

students develop the skill of reflective learning because it facilitates deep, conscious, active, and self-regulated learning.

Specially, integrating reflective learning into the teaching and learning of paragraph writing tasks is very essential because writing is the productive skill that requires the student's reflection to write effectively and efficiently, therefore, combining reflective learning with the process writing instructions has a potential to address both cognitive and affective aspects of writing. It is anticipated that students who actively engage in reflective learning within the process approach will demonstrate higher writing performance due to their ability to identify and apply effective writing strategies. Reflective learning strategies, such as reflective prompt questions, self-assessment, peer feedback, group discussions, and teachers feedback provide opportunities for the students to analyze their strength and weakness and develop strategies for improvement (Zimmerman & Bandura, 1994). Research by Paris and (Paris & Winograd, 1990) found that reflective practices help students view writing as a dynamic process by fostering positive and reducing writing anxiety. Besides, (A. C. Graham, 2007) confirmed that students who engaged in reflective practices during the writing process demonstrated significant improvement in organization, coherence, and grammar. emphasized that self-regulated learners who reflect on their writing strategies tend to produce higher-quality texts. Reflective learning abilities have therefore become increasingly important since they promote active exploration, creativity, and advancement (Schon, 1987). Reflective learning transforms concrete experience into learning experience.

Process Writing Instructions

Process writing is an approach to writing, where language students focus on the process by which they produce their written products rather than on the products themselves. In the end, students surely need to and are required to complete their products, yet the writing process itself is stressed more. By concentrating on the writing process, students gain a better understanding of themselves and learn how to complete the writing (Ho, 2016). They may explore what strategies conform to their style of learning (Hall & Grisham-Brown, 2011) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. Furthermore, Brown cites Onozawa (2010) as stating that writing ought to be viewed as a natural, evolving process. not to transmit a message but to grow and cook a message. (Kroll, 1993) Kroll also quotes (Beck & Jeffery, 2009) as saying that the process approach "provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar) (Graham & Harris, 2000).

Since students are viewed as the focal point of learning, the Process method considers their needs, expectations, objectives, learning styles, abilities, and knowledge. Through the writing process, students need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other students. By giving them ample time and chance to rethink and edit their writing, it encourages students to feel comfortable sharing their own ideas or sentiments in their writing and at each step seek assistance from outside resources like the instructor (Byrne, 1997). There are typically multiple processes involved in the writing process. Three steps make up a normal sequence: prewriting, drafting, and revision. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, depending on the ability of the students and the goal, each writer has a preferred method of approaching the writing process, which can range from simpler to more complex based on the level of students and the purpose of writing (Akhtar, 2020; Jabali, 2018).

These procedures are typically followed in order, although process writing is not always a linear learning process; rather, it is more of a recursive or spiraling one in which students walk through these processes, occasionally moving forward and backward. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the

learner needs new ideas later in the process. Learners can achieve their writing goals through the process in different ways.

Writing Attitude

Students writing performance can be affected by the attitudes that they have towards writing tasks. Abbas (2016), Jabal (2018), and Deti et al. (2023) claim that students who have a positive attitude toward language acquisition are better equipped to enhance their writing abilities since this attitude speeds up student self-confidence and self-esteem. Akhtar, Hassan, and Saidavalvi (2020) think that students' poor writing attitudes have an impact on their writing abilities. Mostly, students perceive writing as challenging and difficult task and want to avoid whenever it is possible. Hence, it is necessary that teachers' devices activities that can boost students' attitudes towards learning writing skills.

Motivation in Writing

According to Graham (2018), writing requires motivational beliefs. Motivation affects a writer's decision to write, their level of effort, the activities and writing resources they use, and their interactions and teamwork with other writers. It involves one's intention to write.

In the present study, we consider writing motivation to be a characteristic (consistent and consistent writing goals). We were curious to find out what students thought about the motivations behind their writing. We focused on one motivational incentive for writing (Guay, 2000; Graham, 1997), which is self-regulatory incentives. Writing was used as a self-regulatory motivation to control psychological features and emotions. Our self-regulation motivation measure included items assessing emotional regulation (writing to cope with negative or unwanted emotions) and relief from boredom (writing to fill time or overcome boredom). The self-regulatory incentives assessed in our study were positively related to literacy outcomes in several prior investigations (Graham, 2021; Schiefele, 2016; Schiefele, 2012, Graham, 2018). When we focus on self-regulatory incentives, we do not mean that the other motivational beliefs identified unimportant (Gardner, 1988).

Constructivism Learning Theory

According to constructivism learning theory, people create or construct meaning, comprehension, and knowledge about the world through their personal experiences. The advantage of this approach to make learning more engaging rather than merely transforming of information. It also describes how students connect new information with what they already know to create meaning. In contrast to the past, it is believed that it is solely the teacher who has the body of knowledge. Now days, active interaction between the students and the teacher as well as with their classmates is highly encouraged. There is a good exchange of information allowing the students to discover, explore and skills and strategies in learning. Thus, reflective learning integrated process writing instructions allows the students to be engage in their own learning process by developing their learning approaches and strategies as a part of life learning (Vygotsky,1978).

Research Methodology

Research Paradigm

Post-positivism research paradigm was employed in the hope that it would enable the researchers to establish the effects of reflective learning integrated process writing instructions on high school students paragraph writing attitudes and motivation. As it enables the researchers to use both quantitative and qualitative data (Creswell & Creswell, 2017).

Research Design

This study employed a quasi-experimental research design, to comprehensively investigate the effects of reflective learning integrated writing instructions on grade 11 students' attitudes and motivation towards paragraph writing (Creswell & Creswell, 2017).

Research Approach

Mixed method research approach was used to combines the quantitative and qualitative approaches in a single study to gain a more compressive understanding of the research problem. It provides a richer and more refined understanding than either approach alone. In this study, quantitative approach is the major approach through which quantitative data was collected, and qualitative approach is the minor approach through which qualitative data was collected through interview as a supplementary data.

Participants of the Study

The study participant were 60 grade 11 students of Leka Nekemte high school. Two intact sections were chosen, one section as the experimental group($n=30$) and the other section as the control group ($n=30$), using purposive convenience sampling techniques to examine the effects of reflective learning integrated process writing instructions on high school students' attitudes and motivation towards paragraph writing in the year 2024.

Data Gathering Instruments

In the present study, the data gathering instruments were closed ended attitude survey questionnaire with twelve (12) items was used to collect data from the students about their attitudes towards paragraph writing in EFL class room paragraph writing lessons, and close ended motivation survey questionnaire with eight (8) items was used to collect data from the students about their motivation towards writing paragraphs in EFL classroom setting. Added to that, a semi-structed interview was also employed to triangulate with the data collected through attitude survey questionnaires and motivational survey questionnaires.

Data Collection Procedures

To conduct this study, the current researchers followed the following procedures. Accordingly, a close ended questionnaire with a five points Likert scale was designed and administered by the researchers through face-to-face contact with the students. The questionnaire data were collected from the grade 11 students at the target school. Moreover, during the administration of the questionnaire, the participants who needed clarifications for understanding the questions were given opportunities to ask. Further, the quantitative data were collected and ready for analysis.

Methods of Data Analysis

In the present study, to answer research questions, the data were gathered through attitude survey questionnaires and motivation survey questionnaire adopted from Woll Cott and Bruhn (1987), and it is also analyzed its inferential statistics, such as mean scores, Standard deviation, t-value, p-value and effect size. Alston and Miller (2002) advised readers to interpret the scale data using the following definition for data analysis. According, the value of the allocation and interpretation of scales can be depicted in the following table as follows:

Table 1: Likert scale value allocation and interpretation

Likert scale	Value allocation	Interpretation
1	1.00 - 1.49	Strongly disagree
2	1.50 - 2.49	disagree
3	2.50 – 3.49	Moderately agree
4	3.50 – 4.49	Agree
5	4.50 – 5.00	Strongly agree

Validity of the questionnaires

In the current study, the validity to ensure the validity of the findings, the data gathering instrument was reviewed by the expert in the field of TEFL. Based on the experts comments well functioning questions were amended, whereas non functioning and infective questions were discarded based on baed on the suggestions of the reviweres and experts in the field of TEFL. According to Dornyei (2003), comments include wording of the items, clarity of the meanings, or items that sound be incorporated.

Reliability of the questionnaire

The reliabilty of the questionnaire refers to the consistence of the items to answer the research questions. Thus, in this study to check the reliability of the questionnaire to ensure the internal consistence among all the items, the cofficient of reliability was checked, inline with the experts standard. In social scences, the acceptable range of alpha value estimates from 0.7 to 0.8 (Holmbeck, 2009). In a similar manner, According to George and Mallery (2009) the result of reliability analysiss is valied when the cronbach's alpha reveals ≥ 0.70 . In this study, the inter item reliability analysis of the questionnaire has been carried out. Accordingly, the result of the total item reliability of the questionnaire was 0.76 which indicated large reliability score.

Results and Discussion

Results

Firstly, the students' attitudes towards paragraph writing before the intervention was investigated by pre-attitude survey questionnaire distributed to both the experimental and the control group to check their similarity from the very begining. Then, after the intervtenion was given for the expermental group, post-attitude survery questionnnaire was also distributed to both the experimental and the control groups to see the effects of intervention on students attitudes towards paragraph writing. Moreover, pre-motivation survery questionnaire and post-motivation survey questionnaire was also given to the students in both groups to check students motivation towards paragraph writing before and after the intevention.

An independent sample t-test results of students' attitudes towards paragraph writing

Here in the following table, the survey questionnaires of 12 items were assessed to measure students' attitudes towards paragraph writing before the intervention was carried out between the experimental group (N=30) and the control group (N=30).

Table 2, The result of an independent samples t-test of students' attitudes towards paragraph writing in the pre-test.

Group Statistics								
	group of the participants	N	Mean	SD	t-value	P-value	Effect size	DF
I like paragraph writing.	Experimental	30	2.5000	.50855	1.306	.197	.337	58
	control	30	2.3333	.47946				
I feel it is easy for me to choose a topic to write paragraph on it.	Experimental	30	2.3000	.46609	-.806	.425	-.207	58
	control	30	2.4000	.49827				
I feel it is easy for me to choose appropriate vocabulary.	Experimental	30	2.3333	.47946	1.161	.250	.300	58
	control	30	2.2000	.40684				
I feel I easily organize my ideas during paragraph writing.	Experimental	30	2.1333	.34575	-.684	.497	-.177	58
	control	30	2.2000	.40684				
I believe I use accurate grammar during paragraph writing.	Experimental	30	2.2333	.43018	-1.38	.171	.358	58
	control	30	2.4000	.49827				
I feel I use correct punctuation marks.	Experimental	30	2.3333	.47946	.555	.581	.143	58
	control	30	2.2667	.44978				
I am unable to choose a topic to write a paragraph on it.	Experimental	30	3.7333	.44978	.555	.581	.143	58
	control	30	3.6667	.47946				
I do not enjoy paragraph writing activities in English.	Experimental	30	3.6333	.49013	-.266	.791	-.069	58
	control	30	3.6667	.47946				
I have difficulty with vocabulary when I write paragraph.	Experimental	30	3.6333	.49013	-.266	.791	-.069	58
	control	30	3.6667	.47946				
I am afraid of organizing my ideas during paragraph writing exercises.	Experimental	30	3.4333	.5041	-.288	.203	-.333	58
	control	30	3.6000	.49827				
My frequent mistakes in grammar hurt my paragraph writing in English.	Experimental	30	3.6000	.49827	-.528	.599	-.136	58
	control	30	3.6667	.47946				
My frequent mistakes in mechanics hurt my paragraph writing in English.	Experimental	30	3.5862	.50123	.658	.519	.171	58
	control	30	3.5000	.50855				
Pre-attitude grand mean	Experimental	30	2.9556	.11525	-.256	.799	-.066	58
	control	30	2.9639	.13611				

As shown in Table 2 above, an independent samples t-test was computed to compare the pre-attitudes results of the experimental and the control groups across 12 items of pre-attitude survey questionnaire. The purpose was to assess whether the two groups had equivalent base line attitudes prior to the intervention. The t-test assumptions (independence, normality, and homogeneity of variances) were assumed to be met, with equal group sizes and similar standard deviations supporting approximate variance equality. As can be seen from the above table there were no significant mean scores differences in all items of the pre-attitude survey questionnaire results between the experimental and the control groups. For example, to illustrate the pre-attitude grand mean result, the experimental group scored ($M=2.9556$, $SD=.11525$), and the control group scored ($M=2.9639$, $SD=.13611$) and there was no a statistically significant differences was found between the experimental and the control group in the pre-attitude scores, $t(58)=-.256$, $*p=.799$. The mean difference (0.0051) and 95% confidence interval, indicating negligible divergence between groups. This supports the validity of subsequent experimental comparisons as initial equivalence between groups reduces a confounding bias. The non-significant results ($p>.05$) align with the small t-value and other overlapping means, variances, reinforcing that any post intervention differences are unlikely attributes to the pre-existing groups disparities.

Students' Post-Attitudes Results Towards Paragraph Writing

The study aimed at evaluating the effectiveness of intervention designed to improve students' attitudes towards paragraph writing. The significant level set at $*p<.001$

Group Statistics								
	group of the participants	N	Mean	SD	t-value	p-value	Eff/Size	DF
I like writing paragraphs.	Experimental	30	3.4667	.57135	6.922	<.001	1.78	58
I feel it is easy for me to choose a topic to write paragraph on it.	control	30	2.5000	.50855				
	Experimental	30	3.5667	.50401	7.914	<.001	2.04	58
	control	30	2.5333	.50742				
I feel it is easy for me to choose appropriate vocabulary.	Experimental	30	3.7333	.44978	9.057	<.001	2.33	58
	control	30	2.6333	.49013				
I feel I easily organize my ideas during paragraph writing.	Experimental	30	3.6667	.47946	8.661	<.001	2.33	58
	control	30	2.5667	.50401				
I believe I use accurate grammar during paragraph writing.	Experimental	30	3.6000	.49827	7.225	<.001	1.86	58
	control	30	2.7000	.46609				
I feel I use correct punctuation marks.	Experimental	30	3.6000	.49827	6.934	<.001	1.79	58
	control	30	2.7667	.43018				
I am not able to choose a topic to write a paragraph on it.	Experimental	30	3.5333	.50742	2.154	<.001	0.55	58
	control	30	3.2667	.44978				
I do not enjoy paragraph writing activities in English.	Experimental	30	3.7333	.44978	11.25	<.001	2.90	58
	control	30	2.3667	.49013				
I have difficulty with vocabulary when I write paragraph.	Experimental	30	3.5667	.50401	8.424	<.001	2.17	58
	control	30	2.4667	.50742				
I am afraid of organizing my ideas during paragraph writing exercises.	Experimental	30	3.6667	.47946	10.03	<.001	2.59	58
	control	30	2.4000	.49827				
My frequent mistakes in grammar hurt my paragraph writing in English.	Experimental	30	3.5667	.50401	8.42	<.001	2.17	58
	control	30	2.4667	.50742				
My frequent mistakes in mechanics hurt my paragraph writing in English.	Experimental	30	3.5333	.50742	5.87	<.001	1.51	58
	control	30	2.7667	.50401				
Post- attitude Grand mean	Experimental	30	3.6028	.13073	29.98	<.001	2.00	58
	control	30	2.6194	.12318				

As indicated in table3 above, an independent samples t-test was run to compare the post intervention attitude results of the participants in the experimental and the control groups. The purpose was to assess whether the two groups had a statistically significant attitude differences after the intervention was given for the experimental group. As indicated in the table above, a statistically significant mean scores difference was seen, the experimental group scored higher mean score than the control group across the 12 items in the domain and post-attitude grand mean results, and statistically a significant change was observed. For instance, to illustrate the results of post-attitude grand mean result, the experimental group scored ($M=3.6028$, $SD=.13076$) and the control group scored ($M=2.6194$, $SD=.12318$). The $t(58) = 29.98$, $p = <.001$ (two-tailed). The Cohen's d effect size was calculated (Cohen's $d=2.00$) large effect size. The mean difference had 95% confidence interval. This implies that the experimental group demonstrated markedly higher post-attitude scores compared to the control group. This suggests a substantial disparity between the groups. This is because of the integration of reflective learning into the process-based approach to teaching paragraph writing offered for the experimental group. Added to that, a semi-structured interview was conducted with five randomly selected students from the experimental group, to check whether the integration of reflective learning into process approach helped them to improve their writing performance and develop positive attitude or not. All the respondents answered that it helped them a lot and increases their engagement in practicing paragraph writing activities.

An independent samples t-test results of students' pre-motivation data analysis

An independent samples t-test was conducted to compare the mean scores of the experimental group (N=30) and the control group (N=30) on their motivation towards paragraph writing. All analyses were conducted at a significant level of $\alpha=.05$, with degrees of freedom (df)= 58 for all items and its grand mean results.

Group Statistics							
	Group of the respondents	N	Mean	Standard Deviation	t-value	p-value	DF
I actively try to improve my paragraph writing skills.	Experimental	30	2.4000	.49827	-.513	.610	58
	Control	30	2.4667	.50742			
I practice writing paragraphs outside of class to get better.	Experimental	30	2.2667	.44978	-.823	.414	58
	Control	30	2.3667	.49013			
I take time to plan and organize my ideas before writing a paragraph.	Experimental	30	2.4333	.50401	-.510	.612	58
	Control	30	2.5000	.50855			
I challenge myself to write longer and more complex paragraphs.	Experimental	30	2.5667	.50401	.766	.447	58
	Control	30	2.4667	.50742			
I seek feedback from my teacher or peers to improve my writing.	Experimental	30	2.4333	.50401	-.255	.799	58
	Control	30	2.4667	.50742			
I feel more motivated to write when I receive positive feedback.	Experimental	30	2.4000	.49827	.528	.599	58
	Control	30	2.3333	.47946			
I like reading well-written paragraphs to learn how to improve my own writing	Experimental	30	2.6000	.49827	.000	1.000	58
	Control	30	2.6000	.49827			
I set goals to improve specific areas of my paragraph writing, such as grammar or organization.	Experimental	30	2.3667	.49013	-.778	.441	58
	Control	30	2.4667	.50742			
Pre-Motivation Grand Mean	Experimental	30	2.4333	.14582	.608	.546	58
	Control	30	2.4583	.17162			

As indicated in table 4 above, an independent samples t-test was run to compare the mean score gained by the experimental group and the mean score gained by the control group, and to check whether there is a statistically significant difference between the groups regarding their motivation towards paragraph writing before an intervention was given to the experimental group. To this end, as can be seen from the table 4, there were no mean score differences, and a statistically significant difference between the Groups, the experimental group (scored the grand mean score $M=2.4333$, $SD=.14582$), and the control group (scored the grand mean score $M=1.997$, $SD=.17162$). There was no statistically significant difference were found between the experiment and the control groups across all survey items, including a composite, "pre-motivational grand mean". All the p-values exceeded .05 threshold, indicating that the two groups performed similarly in all measures. This suggests that the motivation of the experimental group and the control group is initially similar, as seen by the equal mean scores and overlapping standard deviation.

An independent samples t-test results of students' post-motivation data analysis

The results of an independent samples t-test, which was used to compare the mean scores of the experimental group (N=30) and the control group (N=30) on a series of survey questions related to their motivation, and paragraph writing abilities, are summarized in the following table. All tests had degrees of freedom (DF)=58, and all analyses were performed at a significant level of .05.

Table 5, An independent samples t-test results of post-motivation questionnaire data

Group Statistics								
	group of the respondents	N	Mean	SD	T-value	p-value	Eff/size	DF
I actively try to improve my	Experimental	30	4.0000	.69481	11.673	3.01		58

paragraph writing skills	Control	30	2.0667	.58329		.001		
I practice writing paragraphs outside of class to get better.	Experimental	30	4.0667	.58329	11.704		3.02	58
	Control	30	2.1000	.71197		.001		
I take time to plan and organize my ideas before writing a paragraph.	Experimental	30	4.0667	.63968	11.578		2.989	58
	control	30	2.0333	.71840		.001		
I challenge myself to write longer and more complex paragraphs.	Experimental	30	4.1000	.54772	12.889		3.32	58
	control	30	1.9333	.73968		.001		
I seek feedback from my teacher or peers to improve my writing.	experimental	30	4.1000	.54772	13.096		3.38	58
	Control	30	2.0333	.66868		.001		
I feel more motivated to write when I receive positive feedback.	experimental	30	4.1667	.59209	12.551		3.24	58
	control	30	2.0333	.71840		.001		
I like reading well-written paragraphs to learn how to improve my own writing.	experimental	30	4.2333	.62606	13.000		3.35	58
	control	30	1.9333	.73968		.001		
I set goals to improve specific areas of my paragraph writing, such as grammar or organization.	experimental	30	4.0333	.66868	13.512			58
	control	30	1.8000	.61026		.001	3.48	
Post-Motivation G/mean	Experimental	30	4.0917	.23196	32.138			
	Control	30	1.997	.27255		<.001	3.22	58

As shown in table 4 above, an independent samples t-test was performed to compare post-motivation results and writing practices between an experimental group (N=30) and the control group (N=30). The results revealed that the experimental group scored higher mean scores than the control group in all post-motivations survey questionnaires domains. In addition to that, the result also revealed a statistically significant difference across all surveyed items (*p*=.001), with large effect sizes (Cohen's d= 2.99 to 3.48), indicating substantial practical significance. Besides, the total items post -motivation grand mean was computed for the experimental group (M=4.0917, SD=.23196), the control group (M=1.997, SD= .27255), $t(58) = 32.138$, *p * = <.001, and the Cohen's d effect size was run to measure the magnitude of effect size and the mean difference of 3.22 was found, indicating very large effect size. This implies that the integration of reflective learning guided prompt questions helped the experimental group to be more motivated than the control group, and the difference was due to the intervention given to the experimental group.

Similarly, the result of a semi-structured interview conducted with five students selected from the experimental group confirmed that the intervention was essential. The students were asked whether the reflective guided prompt questions helped them or not to actively try to practice paragraph writing activity, and four students out of five replied that it motivated them to actively engage in the activity of planning, organizing, drafting, reviewing, and editing their composition, and they also reported that it encouraged them to practice paragraph writing outside their classroom at their home individually because the intervention helped them develop self-reflection skills which help them identify their strengths and weaknesses. Moreover, they were asked whether the training helped them to challenge himself/herself and they replied that it challenged them to practice longer composition and make the proactive to the writing process activities. Therefore, from this we can understand that reflective learning integrated process writing instruction is very important in helping the students to be motivated and actively engaged in paragraph writing tasks.

The results of correlation between students' attitudes and motivation towards paragraph writing by groups.

A Pearson correlation coefficient was computed to examine the linear relationship between participants' attitude and motivation. The analysis revealed the following results as follows.

Table 6, The correlation results of students' attitudes and motivation.

Correlations			
		Post attitude Grand mean.	Post motivation Grand mean.
post attitude Grand mean.	Pearson Correlation	1	.945**
	Sig. (2-tailed)		.000
	N	60	60
Post motivation Grand mean.	Pearson Correlation	.945**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in the table above, a Pearson correlation was conducted to evaluate the relationship between students' post-attitude grand mean results and students' post-motivation grand mean results after the intervention. The result indicated a very strong, positive, and significant correlation between student attitudes and their motivation towards paragraph writing, $r(58) = .945$, $p < .000$. This result indicated that participants with positive attitude towards paragraph writing also reported significantly higher levels of motivation. The correlation was statistically significant at $\alpha = .01$ levels (two-tailed), confirming that the relationship is unlikely to be due to random chance. The coefficient $r = .945$, $r = .945$ represents extremely large effect size according to conventional guidelines (Cohen, 1988), where $r \geq .50$ is considered large. Thus, the results showed a perfect linear association between students' attitudes and motivation related to paragraph writing. This implies that improvement in attitudes and motivation is closely intertwined, reflecting a highly synchronized relationship. Lastly, this relationship underscores the importance of fostering both constructs in educational interventions, as they appear to mutually reinforce one another.

Conclusion

In conclusion, this study highlights the importance of reflection in learning in improving high school students' attitudes and motivation toward paragraph writing within the Process approach framework. Reflective learning integrated process writing instructions has the potential to transform high school students' paragraph writing performances, attitude and motivation in paragraph writing. By promoting self-awareness, critical thinking skills, encouraging students' deeper engagement with the writing process, and developing a sense of ownership for their writing, this combined approach addresses the root causes of negative attitudes and empowers students to view writing as a rewarding and manageable endeavor. As educators continue to explore innovative teaching methods, the integration of reflective learning stands out as a powerful tool to foster not only better writers but also more confident and motivated students. While challenges exist in implementing reflective learning, these can be addressed through thoughtful instructional design and teacher support. Future research could explore the long-term effects of reflective learning on students' writing abilities and extend the findings to other areas of writing instruction, such as essay writing or creative writing.

Acknowledgements

I would like to acknowledge the expertise who contributed to validating the items of the questionnaire used to collect both quantitative and qualitative data.

References

- Abbas, P. (2016). The effect of reflection-supported process-based writing teaching on Iraqi EFL students' writing performance and attitude. *Arab World English Journal (AWEJ)*, 7(4).
- Abebe, W. M., & Weldearegawi, A. G. (2023). An investigation into effects of teacher mediation on students' writing skills self-efficacy belief. *Bahir Dar Journal of Education*, 23(3), 63-82.
- Akhtar, R., Hassan, H., & Saidalvi, A. (2020). The effects of ESL student's attitude on academic writing apprehensions and academic writing challenges. *International Journal of Psychosocial Rehabilitation*, 24(5), 5404-5412.
- Barer-Stein, T. (1987). On the meaning of learning: Reflections with Dewey. *Canadian Journal for the Study of Adult Education*, 25-50.
- Barkaoui, K. (2007). Teaching writing to second language learners: Insights from theory and research. *TESL reporter*, 40, 14-14.
- Beck, S. W., & Jeffery, J. V. (2009). Genre and thinking in academic writing tasks. *Journal of literacy research*, 41(2), 228-272.
- Bekele, G., Olana, T., & Ali, S. (2022). Effect of Critical Thinking-infused Paragraph Writing Instruction on University First-year Students' Argumentative Paragraphs Writing Performance. *East African Journal of Education Studies*, 5(1), 170-181.
- Byrne, D. (1997). An overview (and underview) of research and theory within the attraction paradigm. *Journal of Social and Personal Relationships*, 14(3), 417-431.
- Cohen, J. (1988). Edition. *Statistical Power Analysis for the Behavioral Sciences*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Deti, T., Ferede, T., & Tiruneh, D. (2023). The effect of reflection supported learning of writing on students' writing attitude and writing achievement goal orientations. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 29.
- Graham, S. (2018). A revised writer (s)-within-community model of writing. *Educational Psychologist*, 53(4), 258-279.
- Graham, M. S., Sudre, C. H., May, A., Antonelli, M., Murray, B., Varsavsky, T., ... & Modat, M. (2021). The effect of SARS-CoV-2 variant B. 1.1. 7 on symptomatology, re-infection and transmissibility. *MedRxiv*, 10(2021.01), 28-21250680.
- Graham, S., & R. Harris, K. (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational psychologist*, 35(1), 3-12.
- Hailemariam, T., & Gebeyehu, T. A. (2020). Assessment on the Implementation of Process Approach in Teaching Writing Skill: The Case of Preparatory Schools in Hadiya Zone. *Science*, 8(3), 87-93.
- Harmer, J. (2004). *Methodology in Language Teaching: an Anthology of Current Practice*: Oxford University Press.
- Hidi, S., & Boscolo, P. (2006). Motivation and writing. *Handbook of writing research*, 144(157), 304-310.
- Ho, M. C. (2016). Exploring writing anxiety and self-efficacy among EFL graduate students in Taiwan. *Higher education studies*, 6(1), 24-39.
- Holmbeck, G. N., & Devine, K. A. (2009). An author's checklist for measure development and validation manuscripts (Vol. 34, pp. 691-696): Oxford University Press.
- Hussain, M. Z., Akhtar, S., & Bukhari, S. T. N. (2023). Promoting Reflective Practice for Professional Development of Teachers through the Lens of College Principals: A Qualitative Research Inquiry. *Pakistan Languages and Humanities Review*, 7(2), 634-641.
- Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
- Jabali, O. (2018). Students' attitudes towards EFL university writing: A case study at An- Najah National University, Palestine. *Heliyon*, 4(11)
- Kroll, J. F. (1993). Accessing conceptual representations for words in a second language. *The bilingual lexicon*, 53, 481.

- Lestari, D. E., Loeneto, B., & Ihsan, D. (2019). The correlation among English learning anxiety, speaking and writing achievements of senior high school students. *Indonesian Journal of EFL and Linguistics*, 4(2), 135-150.
- Maarof, N., Yamat, H., & Li, K. L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. *World Applied Sciences Journal*, 15(1), 29-35.
- Matsuda, P. K., & Silva, T. (2014). *Second language writing research: Perspectives on the process of knowledge construction*: Routledge.
- Melekhina, E. A., & Levitan, K. M. (2015). Assessment system in writing essays by graduate students. *Procedia-Social and Behavioral Sciences*, 200, 482-489.
- Othman, S., Rahmat, N. H., Aripin, N., & Sardi, J. (2022). Writers' Beliefs in Academic Writing. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1340-1350.
- Paker, T., & Erarslan, A. (2015). Attitudes of the preparatory class students towards the writing course and their attitude-success relationship in writing. *Journal of Language and Linguistic Studies*, 11(2), 1-11.
- Pallant, J. (2016). *SPSS survival manual (6 uppl.)*. McGraw-Hill Education.
- Rao, P. S. (2019). The significance of writing skills in ell environment. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(3), 5-17.
- Schiefele, U., Stutz, F., & Schaffner, E. (2016). Longitudinal relations between reading motivation and reading comprehension in the early elementary grades. *Learning and Individual Differences*, 51, 49-58.
- Trang, N. H., & Anh, K. H. (2022). Effect of peer feedback on paragraph writing performance among high school students. *International Journal of Instruction*, 15(2), 189-206.
- Ur, P. (1996). *A course in language teaching* (Vol. 1): Cambridge university press Cambridge.
- Visser, W. (2010). Schön: Design as a reflective practice. *Collection*, (2), 21-25.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press. <http://ouleft.org/wp-content/uploads/Vygotsky-Mind-in-Society.pdf>
- Weigle, S. C. (2002). *Assessing writing*: Cambridge University Press.
- Zamel, V. (1983a). The composing processes of advanced ESL students: Six case studies. *TESOL quarterly*, 17(2), 165-188.
- Zamel, V. (1983b). Teaching those missing links in writing1. *ELT Journal*, 37(1), 22-29.
- Zen, D. (2005). Teaching ESL/EFL Writing beyond Language Skills. *Online Submission*.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).