ENHANCING STUDENTS' SOFT SKILLS THROUGH PWP
(*PRESSURE WRITING PRACTICE*)
A REFLECTION IN A WRITING CLASS

Muh Syafei

University of Muria

syafeiumk@yahoo.co.id

Abstract

This paper reflectively describes the use of Pressure Writing Practice (PWP) to enhance students' soft skills in Paragraph Writing Class in second semester at EED of the University of Muria Kudus (UMK) in academic year of 2013/2014. PWP is administered weekly. In PWP, the students must individually write a paragraph on a sheet of paper. They have only 30 minutes to complete the task without any access and help from their peers, teachers, textbooks, notes, dictionaries, cellphones and laptops. Initially some confussions and behavioral concerns took place but after several applications of PWP, students' original paragraphs improved in quality and length. Students' soft skills and writing fluency were clearly observed. In doing the composition, the students also looked more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor. They had a better attendance, punctuality and time-management. Honesty, independence, descipline, determination, personality and independence were clearly obersved after PWP application. Copy-paste modus was totally eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP. After every PWP session, the students had to revise and improve their original compositions. After PWP, they were strongly encouraged to have questions and reflections through group-work, peer's correction, and instructor's feedback. They were also allowed to access and make use of their smart gadgets and computers.

Introduction

In the light of students' character building, basic qualities such as attendance, punctuality, time-management, motivation, honesty, independence, descipline, determination, creativity and other relevant qualities have become rigorous discussions of education development and reforms. Putra and Pratiwi (2005) call such basic qualities soft skills while citing Patrick S O'Brian (in *Making College Count) who* classify the skills into "COLLEGE" or *seven Winning Characteristics*: (1) Communication Skills (2) Organizational Skill (3) Leadership

(4) Logic (5) Effort (6) group Skill and Ethics. The Directorate of Higher Education of Indonesia (2008:iii) mentions that soft skills are basically strategic, attitudinal, and behavioral skills. Mitsubishi Reserach Institute (2000) as cited by Elfindri (2010) find out that the success of university graduates depends on emotional and social maturity (40%), networking (30%), academic skills (20%) dan finacial capacity (10%). A survey by NACE (National Association of Colleges and Employers) on the qualities of university graduates (in Putra and Pratiwi, 2005, p 5) mention that successful employment requires 82% soft skills dan 18% hard skills. Cicero as quoted by Santosa in Megawangi (2004) argues *"Within the character of the citizen, lies the welfare of the nation"*.

The above presented discussions suggest that soft skills play essential roles to determine the qualities of human resources. In writing classes, however, the presence of advanced technology in the forms of smart phones and computer with internet access sometimes tend to decrease the soft skills in that they depend too much on those gadgets. Copy-Paste practice has become concerns in the composition practice. Some students do not rely on their own original writing capacity. They depend much on the presence of smart gadgets. There are also concerns related students' writing habit and skill. The writer in this context feels obliged to take part in development of students' soft skills in line with their writing skills through Pressure Writing Practive (PWP). He is in charge of *Paragraph Writing Class* of second semester in academic year of 2013/2014 at English Education of the University of Muria Kudus (EED of UMK).

Basically, the idea of PWP is not new. This paper adopts Oshima and Hogue's (2006:17) ideas of *Writing Under Pressure*. This practice gives a training for students to think and write quickly. This is also similar to deal with an essay examniation. It may choose to alter the time limit or assign other topics depending on the needs and interests of the class. The class have a topic to write a well-organized paragraph. It gives a time limit and students have to make use of the time. It is suggested that 1 to 2 minutes at the beginning for thinking of the ideas and organizing them, 1 to 2 minutes at the end for checking the work for errors and the remaining time for writing. The idea of PWP is also in ilne with the Test of Written English of TOEFL (of ETS: 1996). The testees are required to plan, write and do any necessary changes to improve the composition in thirty minutes. The pressure writing practice also

resembles one of Writing Tasks of International English Language Testing System (IELTS) in which testees have to spend about 40 minutes to write a composition on an assigned topic (Loughheed, 2008).

A basic unit in writing that consists of a group of related sentences which make one idea or topic may represent a paragraph. The initial word of a paragraph is physically indented about one inch or five spaces or letters from the left margin of the page. A paragraph may consist of some sentences. Some topics are more difficult than others and take more words to develop. The number of sentences is not very important but the length of a paragraph should be enough to develop the main idea clearly. See Fawcett and Sandberg (1984). Every line of a paragraph is extended to the right-hand margin. The rest line of the line is left blank if the last word of the paragraph comes before the end of the line. A paragraph has three major parts: a topic sentence, some supporting sentences, and a concluding sentence. The topic sentence states the main idea of the paragraph and also limits the topic to one area or two areas. The specific area is known as the controlling idea (Oshima and Hogue, 1981). They further argue that a paragraph should also represent coherence and unity.

In PWP the students must compose a paragraph on an assigned topic. PWP is administered weekly at the beginning of the Paragraph Writing. The students must individually write a paragraph on a sheet of paper. They have only 30 minutes to complete the task without any access and help from their peers, teachers, textbooks, notes, dictionaries, cellphones and laptops. The PWP in this paper is not intended to become an assessment instrument of the course. It is only one of activties in the course and it functions as one of the techcniques to improve students' writing skills. PWP is not aimed at giving a final score of the composition but it is employed as a technique to train students to write paragraphs well and better. The evalauation for the whole course will be based on the portofolio assesment.

This paper is to describe reflectively the the application of *Pressure Writing Practice* (PWP) to enhance students' soft skills in *Paragraph Writing Class* in second semester at EED of the University of Muria Kudus (UMK) in academic year of 2013/2014. It is also to identify some soft skills which are personally stated by the students of the class through their project portofolios.

The data sources used to answer the problems in this investigation are in the forms final projects submitted by the students. In the project the students give relevant responses to the following issues (in English): (a) the students' personal opinions on writing under pressure, (b) the benefits the students get from the project portfolio, (c) the strength and weakness of the project, and (d) suggestions to improve the achievement of the students' writing competence. The focus of the analysis for this paper is limited to the issues related to the PWP in paragraph writing class. Because of time and space constraints, this paper only presents some quotations from selected few students' expressions of which the writer identify to represent the reflection of the class in relation to PWP. A more comprehensive analysis over thirty seven students' reflection is still underway.

A reflective analysis is administered by identifying and classifying contents of students' opinions and reflections expressed in the students' responses especially associated with the soft skills induced by PWP.

The Application of PWP in Paragraph Writing Class at EED of UMK

The EED of UMK formally provides several courses to improve students' writing skills. They are courses of *Paragraph Writing, Essay Writing, and Academic Writing.* The main objective of the *Essay Writing* is that the students are able to compose academic essays related to issues in English education, while *Academic Writing* is especially devoted to research proposal writing for final project of the S1 Program. Portfolio project and assessment are applied to all writing classes in the department. It refers to a collection of students' work and assignment accumulated over one semester period.

PWP in Paragraph Writing Class of EED of UMK consists of distinctive features i.e. short time limit, assigned topic, no assistance mode, hand writing mode and fair play mode. The time for composing is of thirty minutes allotment. The students who come late for PWP (if any) have no time compensation. PWP assigns a given topic for all students to develop into a paragraph in a given time limit. In the very first meeting of PWP the writer allows the students to write a composition of free topic. During PWP, the students are not allowed to access any help from peers, instructor, notes, books, and (smart) gadgets. All PWP compositions use hand writing which turns out to eliminate a copy-paste mode in their

composition. It is well said that the students' compoistions are authentic and original. A fair play mode among students during PWP is highly maintained. Practically no cheating happens during PWP. The writer strongly believes that most students have acquired some positive soft-skills.

Paragraph Writing Class at EED of UMK is the first formal writing class for the students of EED UMK of second semester. The aim of this course is to develop students' competence to compose well-organized paragraphs.. The whole project of the Paragraph Writing class, in which Pressure Writing Practice (PWP) is applied, can be viewed in the following document.

PARAGRAPH WRITING: THE PROJECT PORTFOLIO

(Even Semester, 2013/204, English Education Department, the University of Muria Kudus, with Drs. Muh Syafei, M.Pd)

The (Digital) Project Portfolio consists of the following activities:

1. **Give your identity: Full** Name, Class, Student's Number, 4 x 6 Photo, E-mail or Cell-phone number, Home-Address, Name of Senior High School, and Signature.
   (Standardized File Name: Class_Student's Number_Full Name_Essay Writing Project).
   Project Submission: Before June 23, 2014

2. **Include all of your Writing Process/Steps with correction and revision: Getting Ideas** (reading in a broad sense, brainstorming, venn-diagramming, bubbling, browsing and googling, mind mapping, listing, classifying, clustering, etc), **Drafting, Organizing, Writing, Revising, Proof Reading, Editing, Publishing.**

3. **Always use available Paragraph Scoring Rubrics to self-check and evaluate your composition.**

4. **Have discussions and presentations (Individual, Group) with comments, corrections and suggestions.**

5. **Write Sentences (Individual, Computerized):**
   Types of Sentences: Question, Statement, Command, Request, Exclamation
   Kinds of Sentences: Simple Sentence (SS), Compound Sentence (SD), Complex Sentence (SX), Compound-Complex Sentence (SDX).

6. **Practice of writing under pressure (Absolutely Individual, Weekly): a. Original hand-**

---

written composition, b. Photo/Scan of your original composition, and c. Computerized revision (1st, or/and 2nd) of the original composition).

7. **Find model paragraphs and analyze their elements** (Topic Sentence, Supporting Sentences, and Concluding Sentence) **- (Group Work, Computerized)**

8. **Write paragraphs of All Types (Individual, Computerized):**

   Recount

   Narrative,

   Anecdote

   Spoof or Amusing Experience

   Descriptive

   Report

   Problem solution (Argumentative)

   Chronological order, Spatial order (Process/Procedure

   Explanation

   Analytical Exposition

   Hortatory Exposition

   Discussion

   Review

   Comparison and Contrast

   Cause and Effect

9. **Compose paragraphs based on Video/Classroom Watching. (Individual, Computerized)**

10. **Give responses to the following issues (in English):** a. Your personal opinions on writing under pressure b. The benefits you get from the project portofolio, c. The strength and weakness of the project, d. your suggestions to improve the achievement of your writing competence.

11. **Diary Writing (Optional, Individual, Computerized, Bonus Score)**

Further Reading:

a. *Paragraph Power. Communicating Ideas Through Paragraphs.* (George M Rooks, 1999. New York: Pearson Education)

b. *Write Ahead. Skills for Academic Success 2.* (Linda Robinson Fellag. 2004. New York:

Longman. Pearson Education, Inc.)

c. *Writing Academic English* (Alice Oshima and Ann Hogue. 1983. New York: Addison-Wesley Publishing Company) – PART I.

d. *Writing Academic English* (Alice Oshima and Ann Hogue. 2006. New York: Pearson Education. pp. 263-330). – PART I and II

e. *Longman Complete .Course for the TOEFL Test* (Deborah Phillips. 2002. New York: Longman. pp. 473-480). – PART III.

f. *The Practice of English Language Teaching. (Jeremy Harmer. 2007. Essex: Pearson Education Limited)- Compulsory to Read*

g. *Approaches and Methods in Language Teaching (Jack Richards, 1986. New York: Cambridge University Press). Compulsory to Read*

h. *English Revolution by Agus Mongot Jaya et al (Mawar Press, 2012)*

i. *Current textbooks, proceedings, journals, research reports, and websites which are relevant to issues related to the composition.*

Warm Regards....

Pak Syafei

Even Semester 2014/2015 (February 15, 2014)

Paragraph writing class in EED of UMK adopts portfolio project for class process and evaluation. The students have to do a set of writing assignments and they have to compile them in an individual digital portfolio. Pressure writing practices (PWP) become one of assignments in the portfolio. The adoption of portfolio is in line with the result of previous investigation (Syafei, 2012) which suggests that students in writing class provide their full supports to the use of portfolio assessment. Second, affirmatively portfolio assessment provides various positive backwash effects to the students' learning. Third, portfolio assessment is viewed by the students as fairer assessment that enable the students to have more time to read, to prepare, to write, to correct and to revise their compositions. It also motivates them to be more autonomous, disciplined and confident in writing. Portfolio assessment is admitted to stimulate and improve students' reading habit and writing skill to help them master other subjects better. Portfolio assessment offers more responsible, students-centered, gradual, regular and comprehensive learning by doing approaches to learning. Next,

portfolio assessment also gives some negative points, however, the mentioned negative points are considered as ordinary outcome of learning process in academic writing classes. Some students even maintain that they hardly find negative points of the portfolio assessment.

At the initiation of Paragraph Writing course, the students were asked to find models and to compose simple, compound, complex, and also compound-complex sentences and paragraphs. After that, they got theoretical sessions on how to compose a good paragraph and in groups they were asked to analyze and to find several model paragraphs. In the beginning of each weekly meeting, the students have to write under pressure. They are usually given thirty minutes to compose a paragraph based on a given topic. They must handwrite their composition without any help (from peers and gadgets). That is why we called it a Pressure Writing Practice (PWP). The example of a PWP composition can be viewed in the following.
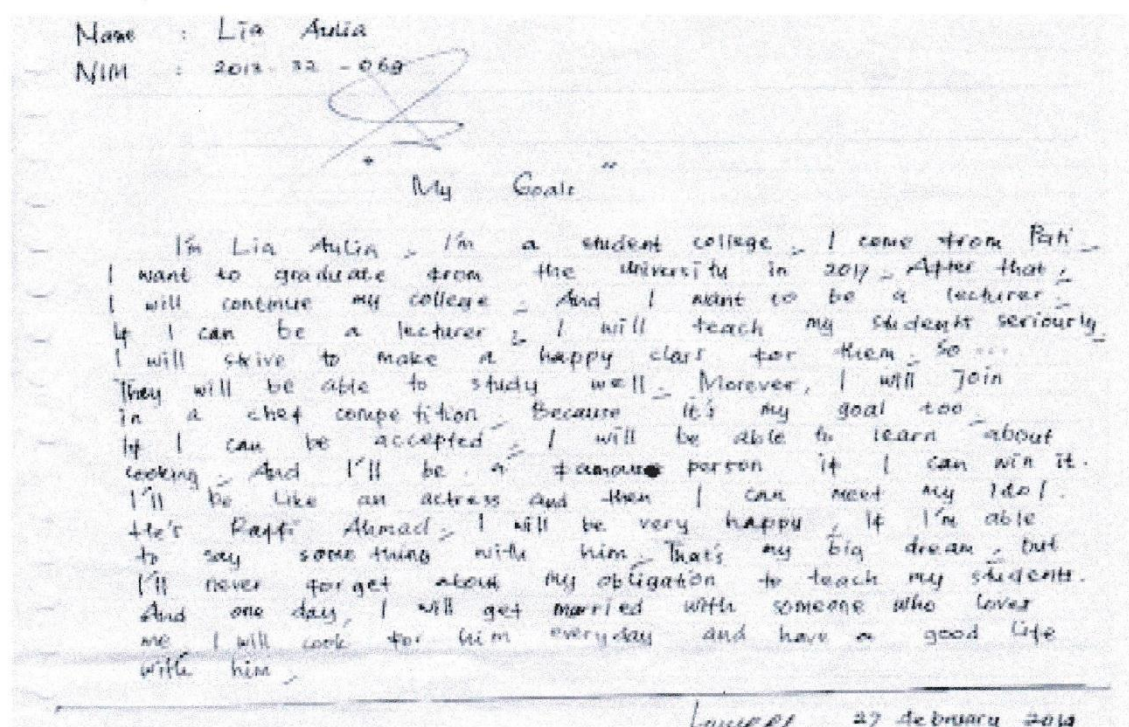
The Very First Original Version of PWP Composition (by Lia Aulia - A201332069)

It is necessary to point out that the very first PWP is composed without any prior theories of writing process, paragraph reviews, and initial preparation. The writer just asks the students to complete a composition with free topic in 30 minutes without any help from peers, notes,

books, or gadgets. It is a kind of a warming up session for them in this composition class. The rules of PWP are underlined before it takes place for the first time. When the time is up, the students have to put a closing line for the composition, sign it up and raise their hands.

As seen in most of the students' composition, the very original version of PWP paragraphs contain of many weaknesses in format, mechanics, content, organizations and grammar. Nearly all students are surprised with PWP and express that PWP is something new for them. Most of them think that their first composition is a failure because PWP means no help and limited time. The atmosphere of the PWP, however, is highly appreciated by the students for honesty, motivation, and fair play. There is no cheating and help as well. They concentrate very well on the assignments.

Most students focus on their own compositions during PWP.

After the application of first PWP, the writer discusses with the students over a model paragraph and a paragraph scoring rubrics which also function as students' guide for composing a good paragraph. The scoring rubric is as follows.

SCORING RUBRICS FOR PARAGRAPH WRITING

Reference: *Writing Academic English* by Alice Oshima and Ann Hogue. 2006.

New York: Pearson Education (pp.263-330)

ELEMENTS	COMPONENTS	SCORE
FORMAT 5 points	There is a title. The title is centered. The first line is indented. There are margins on both sides. The paragraph is doubled-spaced.	
MECHANICS 5 points	There is a period, a question mark, or an exclamation mark after every sentence. Capital letters are used correctly. The spelling is correct.	
CONTENT 20 points	The paragraph fits the assignment. The paragraph is interesting to read. The paragraph shows thought and care.	
ORGANIZATION 35 points	The paragraph begins with a topic sentence that has a topic and a controlling idea. The paragraph contains several (specific and factual) supporting sentences that explain or prove the topic sentence, including at least one example. The paragraph ends with an appropriate concluding sentence.	
GRAMMAR AND SENTENCE STRUCTURE 35 points	The paragraph has correct verb tenses. The paragraph has a correct use of subject-verb agreement. The paragraph has a correct use of articles (a, the). The paragraph has a correct use of pronoun agreement. The paragraph has no choppy sentences. The paragraph has no stringy sentences. The paragraph has no sentence fragment. The paragraph has no run-on sentences/comma splices.	

(Modified and Presented by Muh. Syafei, EED-UMK for Writing Classes)

A student is displaying her original PWP composition for a classroom discussion, correction and revision to improve it.

Since It is a class with a big number of students (37), the writer tries to make use a scoring rubrics to provide them with simple guide to compose a paragraph and how to edit it. The improvement can be clearly seen from the format, mechanics, content, organizations and grammar. Individual correction and advice are strategically applied by the writer to the original composition. Peer editing and correction are also done in the classroom session and outside classroom meetings to improve the quality of the original paragraphs which is made during the PWP with the help of Paragraph Scoring Rubrics (of Oshima and Hogue, 2006).

The students are revising their original PWP compositions.

In revision process, they students are seriously encouraged to work in pair or group. They are also allowed to use any help from peers, groups, books, internets, and smart gadgets. The revised version of the paragraph is clearly much improved. Because the original compositions are really authentic, they can tell the real problems faced by the students and their errors/mistakes are effective for writing diagnosis. See the following revised composition.


Some Goals in Life

*My name is Lia Aulia. I am a student college. I come from Pati. I have <u>some goals</u> in <u>my life</u>. **The first** is I want to be a lecturer. To make it happen, I have to graduate from the University in 2017. After that, I will continue my college. I begin it by studying seriously. It is not an easy way to get my dream. If I am able to be a lecturer, I will teach my students seriously and also I strive to make a good class for them. I think I do not have to teach hard especially for a student who has a special character. As a teacher, I will understand my students' need first. Then, I will teach them with a different method until they are able to get the best achievement. **My second goal** is I want to join in a chef competition, because I love cooking. If I join it, I will be able to improve my skill in cooking. Then I am able to make special food for my family every time. I am very happy when I can see people who eat my food. **The third** is I want to meet my idol. He is Raffi Ahmad. When I can meet him, I will tell him about my feeling that I like him so much. Then, I will support him to get the highest achievement in his career. **Finally**, I will get*

> married with someone who loves me. I think it is very important that I spend my life with a good person who is able to lead me in getting happiness and kindness. He will be a good head of household for me and my family. ***In conclusion,*** *having goals in life are interesting, because I will do everything seriously and also have a big motivation to make them happen.*
>
> **The Revision of First Original Version of PWP (by Lia Aulia - A201332069)**

As weekly meetings go, most students ' PWP compositions get better and longer in terms of format, mechanics, content, organizations and grammar, though they are not perfect yet. This can be superficially observed from the following PWP composition by the same student.
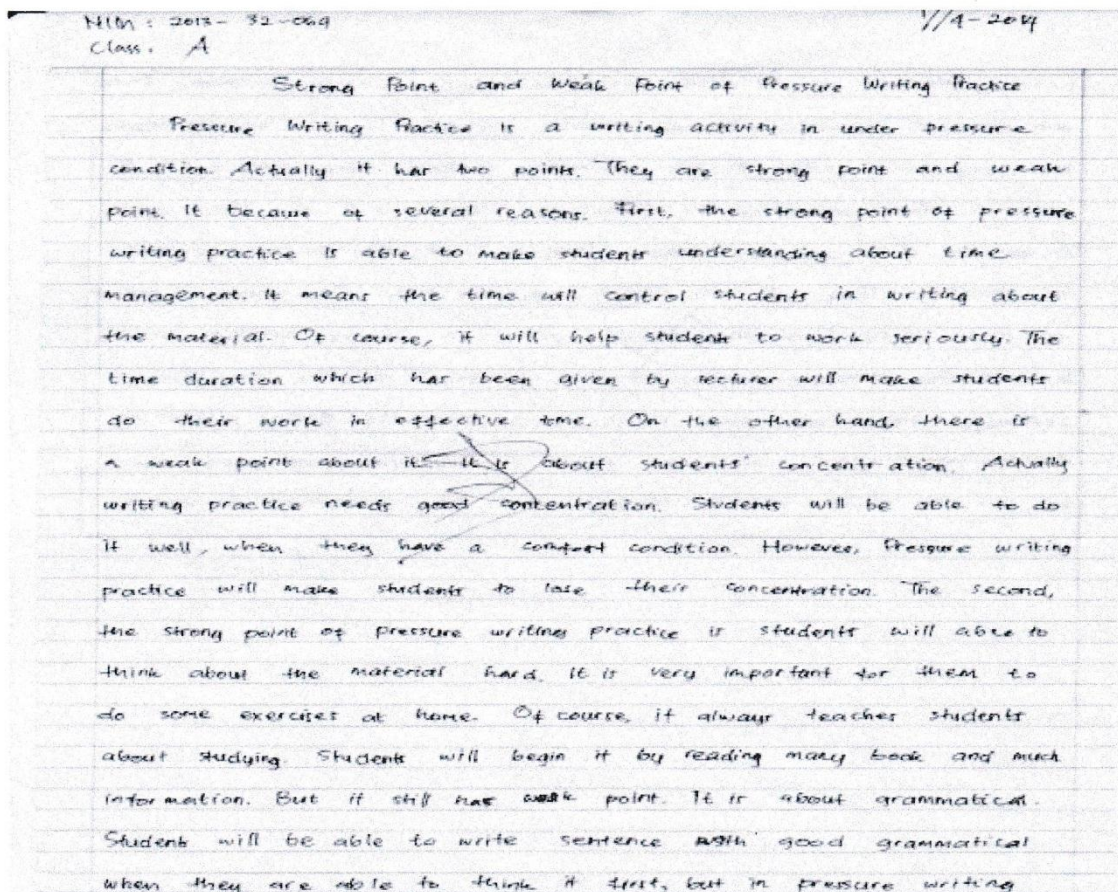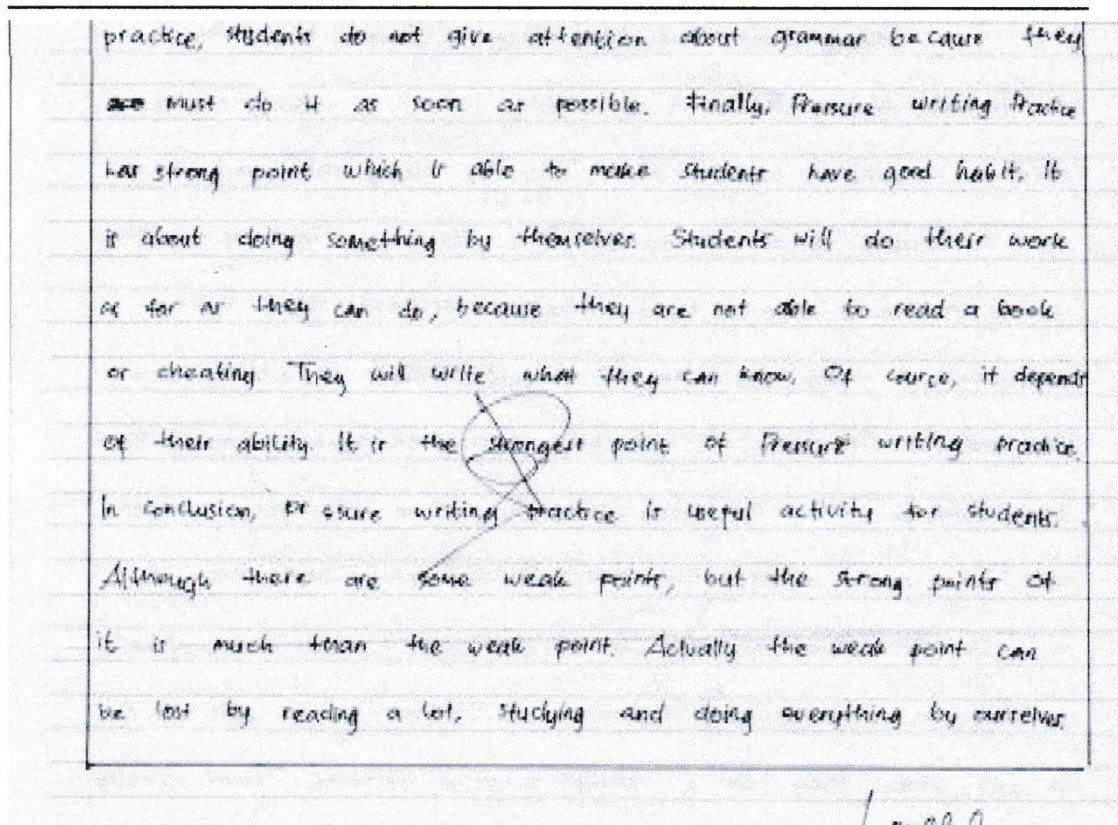
The Original Composition after Some PWP Application (by Lia Aulia - A201332069)

Indentified Students' Soft Skills Associated with PWP

After analysing the students' expressions in the portofolio, it is revealed that during in the fist application of PWP, the writer still needs to remind the students of behavioral concerns. After several applications of PWP, however, no more concerns observed. The students' PWP paragraphs also improve in quality and length. Students' soft skills and writing fluency were clearly observed. In doing PWP composition, the students also look more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor during PWP.

They had a better attendance, punctuality and time-management. Honesty, self-confidence, independence, descipline, determination, courage, and motivation were clearly demostrated by the students in PWP. Copy-paste modus was totally eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP.

After every PWP session, the students had to revise and improve their original compositions. They were strongly encouraged to have questions and reflections through group-work, peer's correction, and instructor's feedback. They were also allowed to access and make use of their smart gadgets and computers. The students' compositions are reflectively longer and better,

The PWP boosts creativity in terms that the students have to creative in making a composition using their own reativity and never rely on copy-paste mode which basically destroy creativity and decresing their sofskills.

The following quotations show that the application of PWP are reflectively able to improve students' soft skills. The quotations are taken from students' expression related to the soft skills development in PWP. The expressions are put in the portofolio project of the semester. Some are edited for grammar without changing the intenden meanings.

(1) *Writing under pressure is a writing activity that is given by the lecturer of paragraph writing every week. I think it is a good way to improve my writing skill. When I do writing under pressure, I not only have to write fluently but also have to be good in grammar. Before I join this class, I do not know how to make a good paragraph. I do not know that a good paragraph consist of topic sentence, controlling idea, supporting sentences and concluding sentence. After I get this subject, I know it and I can apply them in my paragraph.*

(2) *I think pressure test is difficult at the beginning and needs more concentration to finish it, but now it's easy and I'm fun to do it because I have a good lecturer whose name is Mr. Syafei. He teaches me and other friends seriously although usually he jokes during the class. Pressure test has a time limit. Seldom Mr. Syafei gives us 45 minutes to do PWP, and because of it we can increase our discipline. Pressure test increases my ability in writing.*

(3) *PWP is able to improve my punctuality. I can come on time every Thursday to join in PWP. Exactly, it begins at 7.30 a.m. Therefore, I must come in my class before it. It makes me be able to wake up early every morning and also I have some good habits after that. I can go to college on time. Then, it is able to increase my punctuality in doing my works.*

(4) *PWP is able to improve myself confidence. It is because I am able to be more confident when I am writing a paragraph which must be done by me. Of course, I cannot do it with my friends. I must write well by brain storming and also I must understand about a topic which is given by the lecturer. Moreover, after joining for many times in PWP, I am more confident to write many paragraphs because I have got much knowledge about how to write a good paragraph.*

(5) *PWP is able to improve my honesty. It is because I must write a paragraph without cheating from my friend or reading a book. Even I am not allowed to check it on my dictionary. At the first time, it is very difficult for me because I must write without having a control and also I am very afraid if there are many mistakes in my work. However, I always strive to be an honest person. I never cheat in writing my paragraph.*

(6) *PWP is able to improve my independence. It depends of my ability. I think independence is very important in making paragraph. PWP is able to make me giving my inspiration well. Of course, I must give good inspiration from preparing it first. Therefore, independence must be followed by a good preparation. PWP is able to improve my fluency because it contains some new materials, such as grammar, vocabulary, etc. PWP has taught me how to write in a pressure condition because I am used to writing paragraphs. Therefore, I do not find many obstacles in finishing my portfolio project because I have written many paragraphs in PWP.*

(7) *PWP is able to improve my grammar skill because I strive to use a good grammar in PWP. I think I am able to do it when I have studied it first. I study it by memorizing and making some sentences at home. It means that PWP can make understand about using good grammar in my sentences.*

(8) *PWP is able to improve my vocabulary skill. It is because PWP always teaches me how to write a surprising paragraph. Actually, I am so confused to find a new word every time, but I always read many books as my effort to get new vocabulary every time with a hope I can write a good paragraph in PWP. For a result, I have known many new vocabularies when I am studying, so it is why PWP is able to improve my vocabulary too.*

(9) *PWP is able to improve my writing skill. I always write new topic every day in joining PWP. It has made me to understand how to write well. Writing is not only about how to write many sentences, but also how to contain it with many details. Therefore, I always strive to write many sentences well. So, I am able to make a good paragraph. PWP has made me to have a high interest in writing, such as I have begun to write many paragraphs after joining in PWP.*

(10)   *PWP can make me to have a better personality. I was a lazy person six months ago. I often spent my time to sleep a lot. Even I did not like to join in an event. I thought that every event just spent much energy, but it was not useful for me. Actually, it is very bad opinion because every time is very important to make an achievement. I should not have spent my time to do nothing, but everything has changed since I join in PWP. It has thought me how the important to spend my time in doing serious activity. I have been a diligent person because of PWP. Therefore, I always join in PWP on time and also I obey my lecturers seriously. I never sleep a lot now.*

The above students' expressions clearly show that their soft skills are developed through PWP in line with the development of their writing skills. Those expressions really make the writer feel happy. Superficially the length and quality of the students' paragraphs get better in their format, mechanics, organization, content, and grammar. The copy-paste mode is hardly seen any more in their compositions. The students are more motivated to join the classroom meetings. The complete analysis of the data is still underway.

Final Remarks

In my reflection, after several times of PWP application most students are able to improve their writing skill. They always write a new topic in PWP. It has made me to understand how to write well. Writing is not only about how to write many sentences, but it must contain with many details. PWP has driven them e to have a high motivation and interest in writing. Most students also maintain that PWP is difficult at the beginning but it will be easier, better, and more fluent after some PWPs. Initially some confussions and behavioral concerns took place but after several applications of PWP, students' original paragraphs improved in quality and length. Students' soft skills and writing fluency were clearly observed. In doing the

composition, the students also looked more relaxed and confident. The students hardly turned to their mates for help or discussions and accessed any notes even in the absence of their instructor. They had a better attendance, punctuality and time-management. Honesty, independence, descipline, determination were clearly demostrated in PWP. Copy-paste modus was clearly eradicated in their paragraphs. Some students directly expressed their supports and thanks to PWP. After every PWP session, the students had to revise and improve their original compositions. They were strongly encouraged to have questions and reflections through group-work, peer's correction, and instructor's feedback. They were also allowed and encouraged to access and make use of their smart gadgets and computers. Further quantitative and comprehensive investigations are in need in the future to get more benefits of the PWP application.

References

ETS. (1996). *Toefl Test of Written English Guide*. Princeton: Educational Testing Service

Fawcett, S and Alvin Sandberg. (1984). *A Guide to Writing Evergreen*. Boston: Houghton Mifflin Company.

Lougheed, Lin. (2008). *Barron's IELTS International English Language Testing System*. Tangerang: Binarupa Aksara Publishing, Co.

Megawangi, Ratna. (2004). *Pendidikan Karakter Bangsa Sebagai Solusi Tepat untuk Membangun Bangsa*. Jakarta: Indonesia Heritage Foundation.

Oshima, A and Ann Hogue. (1981). *Writing Academic English*. Menlo Park: Addison-Wesley Publishing Company.

Putra, Ichsan S and Aryanti Pratiwi. (2005). *Sukses dengan Soft Skills*. Bandung: Direktorat Pendidikan Institut Teknologi Bandung. P. 5

Syafei, Muh. (2012). Backwash Effects of Portfolio Assessment in Academic Writing Classes. *TEFLIN Journal*. Volume 23 Number 2 July 2012. p 22.

Biodata:

Muh Syafei is a lecturer of KOPERTIS VI of Central Java employed at the English Education Department, The Faculty of Teacher Training and Education, The University of Muria Kudus (UMK) in Kampus Gondangmanis, Bae, Post Box 53 Kudus, Central Java, Indonesia.