EFFECTS OF TEACHER'S SUPPORTIVE APPROACH IN TEACHING ARABIC WRITING SKILLS ON STUDENT WRITING PERFORMANCE

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ABSTRACT

Arabic writing skill is a difficult skill to master. Mastery of this skill does not only depend on talent but is also influenced by continuous practice and a supportive teacher. Hence, this study investigated the effect of a teacher's supportive approach to the writing process on students' performance. The One-Group Pretest-Posttest Design was used in this study. A total of 32 students were selected as the study sample. The teacher supported them in Arabic writing through the five steps: pre-writing, drafting, revising, editing and publishing for over ten weeks. The research instrument was a performance test consisting of two essay questions and a teaching lesson plan. Descriptive and inferential statistics analyzed data through paired-sample t-test and effect size were conducted to determine the difference in the student's performance before and after following the teaching and learning using the five-step approach. The findings show significant differences in students' performance in Arabic writing between the pretest and posttest for overall marks in essay writing and various aspects of essay writing such as vocabulary, grammar, language style and text organisation. This study makes it abundantly evident that the teacher's support of students during the writing process is crucial to help them overcome essay-writing challenges and consequently improve their proficiency in all aspects of Arabic writing.

Keywords: *Arabic Essay Writing Skills, Teaching Module, Scaffolding Theory, Writing Process Approach*

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INTRODUCTION

The Arabic language is one of the additional languages taught in Malaysia's formal education system. The primary goal of teaching and learning Arabic is to improve students' language skills so that they can engage in more social interactions and gain access to more knowledge (KPM, 2018). According to the Arabic Language Standards-Based Curriculum and Assessment Document (DSKP), students must master the following language skills: listening, speaking, reading, and writing. Writing is one of the essential skills that every student must master. This skill refers to students' ability to write words, phrases, sentences, and paragraphs, as well as generate ideas through various forms of writing (KPM, 2018).

Teaching writing requires teachers to gain knowledge as well as practical teaching skills. Teachers must ensure that this skill is mastered in stages, beginning with writing letters, then words, then sentences, and finally producing a discourse understandable to readers (Mohamad Rofian Ismail et al., 2018). Teachers are also encouraged to use a variety of approaches to help students understand and enjoy authentic Arabic language learning, which will improve students' performance in the skill (Venissa & Azlina Abdul Aziz, 2020). Nonetheless, this skill is one of the most difficult to master (Graham et al., 2019; Habibah Mat Rejab, 2016; Kim & Mariani Md Nor, 2019; Pek et al., 2019), especially when taught and learned in a second language (Wan Huraini Osman, 2019).

Previous studies have revealed that student performance in Arabic writing skills is moderate to poor (Anuar Sopian, 2019; Mohd Uzaini Mahmood & Muhammad Azhar Zailani, 2017; Muhammad Zahri Abdul Karim & Muhammad Haron Husaini, 2016; Rosni Samah, 2012; Wan Rohani Wan Mokhtar et al., 2018). This weakness included a failure to apply correct language system aspects such as vocabulary, spelling, punctuation, and grammar (Mohamad Rofian Ismail et al., 2014; Mohd Uzaini Mahmood & Muhammad Azhar Zailani, 2017; Musliha Ismail & Nik Zul Azhar Nik Hassan, 2020; Rosni Samah, 2012; Sumaiyah Sulaiman et al., 2018; Wan Rohani Wan Mokhtar et al., 2018). Furthermore, the researchers found that the students were lacking in using the proper essay writing strategy (Nur Hafizah Abd Azizi, 2015; Sumaiyah Sulaiman et al., 2018). They do not know how to begin writing (Andi Kamariah et al., 2018) nor how to build and 2mphasiz paragraphs well (Abdullah Humaid Abdullah Al Abri & Mohammed Jafre Zainol Abidin, 2017).

Many factors contribute to students' inability to master writing skills. The teacher factor is one of them (Salma Endut et al., 2016). Researchers have frequently debated issues concerning ineffective teacher-teaching approaches. Al-Muslim Mustapa (2012) discovered that Arabic language teachers' teaching practices were moderate and had no effect on students' performance. This is due to the teacher's lack of knowledge of Arabic language content and pedagogy (Awatif Abdul Rahman et al., 2019). The teacher was more concerned with essay output than with the essay writing process. This was apparent in the linear way teachers taught and the approach that 2mphasized content input over essay writing strategy (Habibah Mat Rejab, 2016). Furthermore, the traditional approach to teaching essay writing skills rather than the process approach also influenced students' performance (Ali A. Qoura & Faten A. Zahran, 2018; Habibah Mat Rejab, 2016; Li et al., 2018; Marzni Mohamed Mokhtar et al., 2015).

This teaching method focuses more on preparing students for exams than training students to improve their writing skills (Marohaini Yusoff & Zulkifli A. Manaf, 1997; Sermsook et al., 2017). Teachers and students use this teaching method less frequently. Teachers allow students to write independently until it becomes difficult for them to begin writing and develop their ideas systematically because there is no guidance they can use when writing an essay (Herayati, 2019). As a result, to assist students in resolving this issue, we conducted a study on the teacher-supportive approach by introducing the writing process to improve students' performance in this skill. The findings of this study will likely provide helpful information to teachers who can use it as one of the techniques in teaching students Arabic writing.

LITERATURE REVIEW

The writing process is a dynamic process with recursive movement and overlaps between processes (Flower & Hayes, 1981). Teachers were encouraged to focus on the writing process rather than the finished product when

teaching and learning writing skills (Marohaini Yusoff & Zulkifli A. Manaf, 1997). The researcher employs a scaffolding approach to help students improve their Arabic writing skills by introducing the writing process. Bruner (Wood et al., 1976) introduced the term scaffolding to describe the type of assistance that allows students to function at a higher level than their Zone Of Proximal Development (ZPD). Teachers assist students in completing tasks that they would be unable to complete on their own (Fernández et al., 2015).

Children have two levels of capability: the capability they possessed previously and the capability they have the potential to master. A strategy would be required to achieve the level of capability with potential. One approach is to seek assistance from people with more knowledgeable others (MKO), such as the teachers, parents, or peers (McLeod, 2022). This assistance is gradually reduced as the child's capability level increases (Santrock, 2011). This assistance is provided in the ZPD, as defined by the ZPD model, as illustrated in Figure 1. The second circle in the diagram represents a zone where students require assistance with learning and problem-solving. The outer circle is the zone in which students require comprehensive guidance and assistance from the teacher, peers, or MKO. The innermost circle represents the student's developed potential, in which the student can implement a task or solve a problem without assistance or guidance.
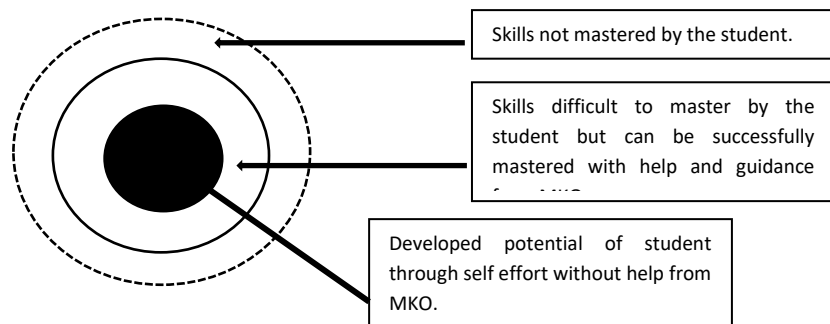

Figure 1: Zone of Proximal Development (Vygotsky, 1978)

The nature of the teacher's assistance in this study is to assist students in mastering Arabic language writing skills through the five-step writing process. The teacher provides complete support until the students can learn and master the processes, and then gradually withdraws support until the student can complete the task independently.

Teaching and Learning Essay Writing Skills Using a Writing Process Approach

The teacher's primary responsibility is to assist students in reaching their full learning potential. Teachers must play a role in this by planning activities that will guide students to achieve the best learning outcomes (Hamzah & Yenni Rozimela, 2018). The process approach is the most widely used in the instruction of writing skills. This approach was introduced in the 1970s (Zhou, 2015). Teachers can plan appropriate lessons to help students improve their performance when writing essays if they have information and knowledge about the process that students go through (Abdul Ghani Jalil, 2016). This is because writing is a series of processes that begin with planning and end with writing (Flower & Hayes, 1981; Imelda Hermilinda Abas, 2016; Murray, 1972). According to Schwartz and Macarthur (1990), the process approach is essential in essay writing because it guides students through planning, drafting, and revising the essay text.

In contrast to the product-based approach, which emphasises grammar (Zhou, 2015), the process-based approach emphasises student-teacher collaboration through activities such as discussion, role modelling, peer collaboration, and text-based dialogue (Tompkins, 1994). This approach to the process is recursive rather than linear. The writing process encompasses several operational processes and subprocesses that occur repeatedly and overlap (Hyland, 2019; Kim & Mariani Md Nor, 2019; Marohaini Yusoff, 1999; Tompkins, 1994). Tompkins (1994) proposed a five-stage model of the writing process that included pre-writing, drafting, revising, editing, and publishing.

Many studies have shown that teaching writing skills through the writing process helps students learn while also improving their capability and skill in essay writing (Agus Edi Winarto, 2018; Alwaleedi et al., 2019; Habibah Mat Rejab, 2016; Maolida, 2018; Sumarwati, 2019; Winarti Winarti & Bambang Yudi Cahyono, 2020). The process approach can help students generate important content when writing an essay (Maolida, 2018; Sumarwati, 2019). Furthermore, the process approach improved students' language systems, such as spelling, grammar, and language style (Sumarwati, 2019). When students were allowed to revise their classmates' rough draft, they became more aware of their own weaknesses and errors. This awareness assisted them to correct their mistakes while writing the essay (Agus Edi Winarto, 2018; Alwaleedi et al., 2019). During the conference session, students are also given numerous opportunities to discuss their essays with their peers in order to improve the language and grammar. This situation will arise in playful surroundings and an enjoyable or enthusiastic teaching and learning session (Sumarwati, 2019).

The Five-Step Writing Process for Teaching Arabic Writing Skills

Teachers have used the five-stage writing model (Tompkins, 1994) to assist students in learning Arabic writing skills. This writing process is recursive rather than linear, so students can repeat any stage they consider should be repeated. For example, to ensure that student essays improve, students do not proceed to the publishing step after the editing step, but rather continue revising because they may come up with new ideas for their essays while editing. As a result, they repeat the revision stage to ensure that there are no errors before publishing the essay. Working with the writing process is demonstrated in this study as follows:

Stage 1: Pre writing

Pre-writing is the first step in the writing process, in which students generate ideas related to the topic and arrange them in the proper structure as specified by the question. Teachers give students time before writing to generate ideas (Yunus et al., 2018) so that they can confidently continue the writing process (Gülşah Geyimci, 2014). Brainstorming, categorising, graphic writing, and free writing are all activities that can be done during pre-writing. Teachers in this study help students explore, develop, and structure ideas quickly by generating ideas through brainstorming, clustering, freewriting, and questioning (Herayati, 2019). Teachers can also use the six essential questions who, what, when, where, why, and how (Gülşah Geyimci, 2014) or more depending on the task and student level. Furthermore, teachers can assist students by preparing materials such as writing graphics to assist students in developing ideas, whether in groups or individually (Mohd Ramzan Awang & Rohaidza Hakimah Mohamad, 2018). Teachers can improve student quality by using writing graphics to improve vocabulary choice, content, grammar, and writing mechanics (Erlik Widiyani Styati, 2020). Finally, with enough encouragement and support, students will become accustomed to going through the pre-writing step before beginning the writing task (Gülşah Geyimci, 2014).

Stage 2: Drafting

Drafting follows. Students write a rough draft using pre-writing ideas (A. Rahman Haron, 2016; Shahlan Surat, 2012). Thus, their first draftt may have grammatical, mechanical, and thought problems. So, pupils do not have worry about correcting their mistakes as long as they write down all their thoughts, including those that came up while writing the initial draft (Abdul Rahman Al-Hashimiy, 2018). Ekaning Dewanti Laksmi (2006) advises labelling a paper's preliminary draft to remind students to write down their ideas. Shahlan Surat (2012) also advises students to develop a preliminary draft or outline to generate ideas before editing and writing the essay. For self-revision and teacher feedback, students must double-space their essays.

Stage 3: Revising

Revising improves student writing. Students review their first draft for content, format, and mechanics (M. Zaini Miftah, 2015). Teachers can encourage students to review their early draft essay to verify that ideas are organised

and related to one another. Self-revision and teacher feedback comprise revision. Students check their essays for accuracy, organisation, and development during self-revision. Additionally, their peers might support them by adding or removing ideas. Teachers provide a checklist with topic and paragraph-organisation questions to help students revise. This checklist helps classmates evaluate essays. Students rewrite their essays after peer input (Dewi, 2021).

Stage 4: Editing

At this stage, the writing should be edited for clarity and the language for the target. (Rifai). First, the corrected writing must be reader-friendly. Writing flow is improved by removing or adding paragraphs. The second stage of essay editing addresses mechanical issues, including language, spelling, and punctuation (Ibrahim Khalil & Imtinan Somadiy, 2009). The student must correct minor sentence structure errors in individuals or pairs at this stage. Ramakrishnan (2018) advised that teachers create a checklist with essay mechanics questions to help students edit.

Stage 5: Publishing

When students have been through the writing process, they feel more confident writing essays. Essays were written with confidence because they had been checked at every step before that. After the essay has been edited, it needs to be written again. This is meant to show a well-organized piece of writing that is easy to read. At this point, the writing is perfect and attractive, and the final product can be published as complete and right. Students show their work to people like their teachers, parents, and other students (Abdul Rahman Al-Hashimiy, 2018). Lehr (1995) says that sharing what you've written with other people is the best way to learn how to use writing as a tool for effective communication that can motivate you.

Students are required to learn the writing process. This is because the writing process utilised to promote student writing is meant to help students successfully convey their emotions, thoughts, and knowledge. The more students who learn to use this process effectively, the more effectively they can express themselves (Tompkins, 2004). Nonetheless, studies on process writing in developing writing skills for Arabic writing are rarely conducted by teachers in the Arabic language field (Habibah Mat Rejab, 2016).

RESEARCH QUESTIONS

1. Identify the differences in the pretest and posttest mean scores for overall performance in Arabic writing.

2. Identify the differences between the pretest and posttest mean score for Arabic writing based on vocabulary, grammar, language style, and text organisation.

METHODOLOGY

Research Design

A pre-experimental design was used to evaluate the effectiveness of the teacher-supportive approach through the five-step writing process. Because the sample was based on an intact class without random assignment, this research methodology was used (Ary et al., 2002). Table 1 illustrates the research methodology. In Table 1, X represents the treatment given by the teacher in the form of a five-step writing process-based instructional strategy. O1 and O2 represent tests taken before and after treatment. The pre-experimental design is a simple and efficient design that can assist the researcher in conducting the study in a practical setting.

Table 1: Quasi-Experimental One Group Research Design

Group	Pretest	Treatment	Posttest
Experiment	01	X *	02

X*: Teaching Arabic Writing Skills Through Writing Process Approach

Research Sample

One group of 32 Form Four students from a Government Aided Religious School in Nilai District made up the research sample. For ten weeks, students were exposed to essay writing process as part of the teaching and learning process of developing Arabic writing skills. Students had agreed for the researchers to use their data anonymously. To evaluate the effectiveness of this approach, the sample was given a pretest before the treatment. The posttest was given to them after formal instruction.

Research Instrument

This study used two research instruments: a teaching lesson plan and two sets of essay questions. To assist teachers in implementing teaching and learning, the researcher created a module for teaching essay writing skills based on the writing process approach. There are a total of ten teaching units, each with daily lesson plans based on the level of the Arabic essay writing process. Before conducting the study, the researcher consulted two Arabic teachers who were upper-secondary-level experts to ensure the validity of the teaching lesson plan. According to the Arabic teachers, all of the provided teaching materials are complete, have clear objectives, and are very appropriate for this study.

According to the experts, the essay topics chosen for the treatment session are also relevant for teaching students because of their relation to the student's previous experience and knowledge. These are the preferred topics for teachers who teach form four students to use as an exercise for Arabic essay writing skills. Essay questions are set for Pretest and Posttest. Pre- and post-test essay questions have the same difficulty level but are ordered differently. This test covers KSSM Arabic DSKP. Students have 60 minutes to compose a 120-word essay on one of three topics. Vocabulary, grammar, language style, and text organisation are evaluated in essays. 12 points are given for vocabulary, 8 for grammar, 6 for language style, and 4 for text organisation.

Research Procedure

The students' answer scripts were examined by two Arabic language teachers. The examiners have over five years of experience teaching Arabic at the upper secondary level. They also experienced the Malaysian Examination Board's marking criteria for the Malaysian Certificate of Education's Arabic Language Paper 2. To ensure scoring reliability, the researcher briefed the examiners on scoring and provided them with a rubric for scoring the Arabic language essays. The scoring was similar to the marking and scores determined by the Malaysian Examinations Board. In addition, to reduce bias in scoring and marking, an expert in Arabic language teaching examined nine scripts from each examiner, three from the weak category, three from the moderate category, and three from the excellent category. The level of inter-rater reliability was .92. This study was also completed in about 10 weeks. It is to avoid external variables that could influence the experiment. More classes, training, and parental support may impact student achievement if the study period is extended.

Data Analysis

This study used SPSS for Windows Version 26.0 to analyse data on teacher support for five-level process writing. The paired sample t-test was used to determine whether one set of students' pretest and posttest scores change significantly. Chua (2012) states the paired sample t-test is performed when each sample member is measured twice and both measurements have normal distributions. The researcher also uses the effect size statistic to compare the two variables. The researcher employed the Eta Squared calculation to calculate the difference in students' performance between the pretest and posttest. According to Cohen (1988) 0.01 is a small effect, 0.06 is moderate, and 0.14 is large.

FINDINGS

The Difference In The Overall Score For Arabic Essay Skills Between The Pretest And Posttest

H01: There Is No Significant Difference Between The Pre- And Post-Test Mean For The Overall Scores In Arabic Essay Writing Skills.

The null hypothesis (Ho1) can be tested by looking at the differences between the pretest and the posttest mean for overall scores in Arabic essay writing skills. Comparing the performance on the pretest and the posttest in general essay writing shows that the mean of overall scores was different between the pretest and the posttest. Table 2 shows an analysis of the mean score for all students.

Table 2: Descriptive Statistics, Mean and Standard Error For Overall Scores In Arabic Essay Writing Skills On Pretest And Posttest

Group	Mean	St. Deviations	Std. Error
Pretest	9.906	2.891	0.511
Posttest	23.171	2.850	0.503

Table 2 shows the overall scores of students in Arabic essay skills during the pretest (M = 9.906, SD =2.891) and posttest (M = 23.171, SD =2.850). The results show that mean of overall scores in student essay writing for the posttest was higher than for the pretest.

The following Table 3 shows the results of paired sample t-test for overall scores in essay writing. The findings show a significant difference in mean score between the pretest and posttest with a t-value (31) = -20.473, $p < 0.05$. The average increase in overall mean score for Arabic essay skills was 13.265 in the posttest, with a confidence interval of 95% between -14.587 to -11.944.

After knowing the significant difference between the pretest and posttest for overall scores in Arabic essay writing, the researcher identified the effect size or magnitude of implementation of teacher support. The results of calculating the Eta Squared gave a value of .931, concluding that the effect size was large (based on Cohen, 1988: 0.01 small, 0.6 moderates, 0.14 large). Hence, the study shows that a supportive teacher approach through inculcating a writing process approach for essay writing significantly affected student performance. Therefore, Ho1, that is no significant difference exists in the mean for overall scores in Arabic essay skills between the pretest and posttest is rejected.

Table 3: Paired Samples T-Test For The Pre-Test And Post-Test Based On Overall Scores In Arabic Essay Writing Skills

	Mean	SD	Std. Error	95% Confidence Interval Lower limit	Upper limit	t-Value	df	Sig

	Mean	SD	Std. Error	Lower limit	Upper limit	t-Value	df	Sig
Pre-post-test	13.265	3.665	0.647	-14.587	-11.944	-20.473	31	0.000

The Difference In The Vocabulary, Grammar, Language Style, And Text Organisation Scores In Arabic Essay Writing Between The Pretest And The Posttest

Ho2: There Is No Significant Difference Between The Pre-And Post-Test Mean For The Vocabulary Scores In Arabic Essay Writing Skills.

The null hypothesis (Ho2) can be tested by looking at the differences between the pretest and the posttest mean score for vocabulary in Arabic essay writing skills. Comparing the performance on the pretest and the posttest in general essay writing shows that the mean of vocabulary scores was different between the pretest and the posttest. Table 4 shows an analysis of the vocabulary scores for all the students.

Table 4: Descriptive Statistics, Mean And Standard Deviation For Vocabulary Scores In Arabic Essay Writing Skills On Pretest And Posttest

Group	Mean	St. Deviations	Std. Error
Pretest	3.671	1.394	0.246
Posttest	9.406	1.146	0.202

Table 4 shows the vocabulary scores of students in Arabic essay skills during the pretest (M = 3.671, SD =1.394) and posttest (M = 9.406, SD =1.146). The results show that mean of vocabulary scores in student essay writing for the posttest was higher than for the pretest.

The following Table 5 shows the results of paired sample t-test for vocabulary scores in essay writing. The findings show a significant difference in mean score between the pretest and posttest with a t-value (31) = -20.473, p < 0.05. The average increase in vocabulary mean score for Arabic essay skills was 13.265 in the posttest, with a confidence interval of 95% between -6.334 to -5.133.

After knowing the significant difference between the pretest and posttest for vocabulary scores in Arabic essay writing, the researcher identified the effect size or magnitude of implementation of teacher support on vocabulary scores in Arabic essay writing skills. The results of calculating the Eta Squared gave a value of .994, concluding that the effect size was large (based on Cohen, 1988: 0.01 small, 0.6 moderates, 0.14 large). Hence, the study shows that a supportive teacher approach through inculcating the writing process for essay writing significantly affected students' performance. Therefore, Ho2, that no significant difference exists in the mean for vocabulary scores in Arabic essay skills between the pretest and posttest is rejected.

Table 5: Paired Samples T-Test For The Pretest And Posttest Based On Vocabulary Scores In Arabic Essay Writing Skills

	Mean	SD	Std. Error	95% Interval Lower limit	Confidence Upper limit	t-Value	df	Sig
Pre-post-test	5.734	1.665	0.294	-6.334	-5.133	-19.477	31	0.000

Ho3: There Is No Significant Difference Between The Pre-And Post-Test Mean For The Grammar Scores In Arabic Essay Writing Skills.

The null hypothesis (Ho3) can be tested by looking at the differences between the pretest and the posttest mean score for grammar in Arabic essay writing skills. Comparing the performance on the pretest and the posttest in general essay writing shows that the mean of grammar scores was different between the pretest and the posttest. Table 6 shows an analysis of the grammar scores for all the students.

Table 6: Descriptive Statistics, Mean And Standard Error For Grammar Scores In Arabic Essay Writing Skills On Pretest And Posttest

Group	Mean	St. Deviations	Std. Error
Pretest	2.812	0.759	0.134
Posttest	5.593	0.797	0.140

Table 6 shows the grammar scores of students in Arabic essay skills during the pretest (M =2.812, SD =0.759) and posttest (M = 5.593, SD = 0.797). The results show that mean of grammar scores in student essay writing for the posttest was higher than for the pretest.

The following Table 7 shows the results of paired sample t-test for grammar scores in essay writing. The findings show a significant difference in mean score between the pretest and posttest with a t-value (31) = -16.868, p $\leqslant$ 0.05. The average increase in grammar mean score for Arabic essay skills was 2.781 in the posttest, with a confidence interval of 95% between -3.117 to -2.444.

After determining a significant difference between the pre-and post-test scores for grammar in Arabic essay writing, the researcher determined the effect size or magnitude of teacher support on those scores. The Eta Squared calculation gave a value of.924, finding that the effect size was large (based on Cohen, 1988: 0.01 small, 0.6 moderates, 0.14 large). Consequently, the study demonstrates that a supportive teaching approach that inculcated the writing process for essay writing significantly impacted student performance. Therefore, Ho3, which states that there is no significant difference between the pretest and posttest mean scores for Arabic essay grammar, is rejected.

Table 7: Paired Samples T-Test For The Pretest And Posttest Based On Grammar Scores In Arabic Essay Writing Skills

	Mean	SD	Std. Error	95% Interval Lower limit	Confidence Upper limit	t-Value	df	Sig
Pre- post-test	2.781	0.932	0.164	-3.117	-2.444	-16.868	31	0.000

Ho4: There Is No Significant Difference Between The Pre- And Post-Tests Mean For The Language Style Scores In Arabic Essay Writing Skills.

The null hypothesis (Ho5) can be tested by looking at the differences between the pretest and the posttest mean score for language style in Arabic essay writing skills. Comparing the performance on the pretest and the posttest in general essay writing shows that the mean score of language style was different between the pretest and the posttest. Table 8 shows an analysis of the language style scores for all the students.

Table 8: Descriptive Statistics, Mean And Standard Error For Language Style Scores In Arabic Essay Writing Skills On Pretest And Posttest

Group	Mean	St. Deviations	Std. Error
Pretest	1.843	0.482	0.085
Posttest	4.031	0.646	0.114

Table 8 shows the language style scores of students in Arabic essay skills during the pretest (M =1.843, SD = 0.482) and posttest (M = 4.031, SD = 0.646). The results show that mean of language style scores in student essay writing for the posttest was higher than for the pretest.

The following Table 9 shows the results of paired sample t-test for language style scores in essay writing. The findings show a significant difference in mean score between the pretest and posttest with a t-value (31) = -

16.772, p $\leqslant$ 0.05. The average increase in language style mean score for Arabic essay skills was 2.781 in the posttest, with a confidence interval of 95% between -2.453 to -1.921.

After knowing the significant difference between the pretest and posttest for language style scores in Arabic essay writing, the researcher identified the effect size or magnitude of implementation of teacher support on language style scores in Arabic essay writing skills. The results of calculating the Eta Squared gave a value of .902, concluding that the effect size was large (based on Cohen, 1988: 0.01 small, 0.6 moderates, 0.14 large). Hence, the study shows that a supportive teacher approach through inculcating the writing process for essay writing significantly affected student essay writing performance. Therefore, Ho3, that is, no significant difference exists in the mean score for language style scores in Arabic essay skills between the pretest and posttest, is rejected.

Table 9: Paired Samples T-Test For The Pretest And Posttest Based On Language Style Scores In Arabic Essay Writing Skills

	Mean	SD	Std. Error	95% Interval Lower limit	Confidence Upper limit	t-Value	df	Sig
Pre-post-test	2.187	0.737	0.130	-2.453	-1.921	-16.772	31	0.000

Ho5: There Is No Significant Difference Between The Pre-And Post-Tests For The Mean Text Organisation Scores In Arabic Essay Writing Skills

The null hypothesis (Ho5) can be tested by looking at the differences between the pretest and the posttest mean score for text organisation in Arabic essay writing skills. Comparing the performance on the pretest and the posttest in general essay writing shows that the mean score of text organisation was different between the pretest and the posttest. Table 10 shows an analysis of the text organisation scores for all the students.

Table 10: Descriptive Statistics, Mean And Standard Error For Text Organisation Scores In Arabic Essay Writing Skills On Pretest And Posttest

Group	Mean	St. Deviations	Std. Error
Pretest	1.203	0.489	0.086
Posttest	3.718	0.456	0.080

Table 10 shows the text organisation scores of students in Arabic essay skills during the pretest (M =1.203, SD = 0.489) and posttest (M = 3.718, SD = 0.456). The results show that mean of text organisation scores in student essay writing for the posttest was higher than for the pretest.

The following Table 11 shows the results of paired sample t-test for text organisation scores in essay writing. The findings show a significant difference in mean score between the pretest and posttest with a t-value (31) = -21.773, p $\leqslant$ 0.05. The average increase in text organisation mean score for Arabic essay skills was 2.515 in the posttest, with a confidence interval of 95% between -2.751 to -2.279.

After knowing the significant difference between the pretest and posttest for text organisation scores in Arabic essay writing, the researcher identified the effect size or magnitude of implementation of teacher support on text organisation scores in Arabic essay writing skills. The results of calculating the Eta Squared gave a value of .960, concluding that the effect size was large (based on Cohen, 1988: 0.01 small, 0.6 moderates, 0.14 large). Hence, the study shows that a supportive teacher approach through inculcating process writing for essay writing significantly affected student essay writing performance. Therefore, Ho3, that is, no significant difference in the mean score for text organisation scores in Arabic essay skills between the pretest and posttest, is rejected.

Table 11: Paired Samples T-Test For The Pretest And Posttest Based On Text Organisation Scores In Arabic Essay Writing Skills

	Mean	SD	Std. Error	95% Interval Lower limit	Confidence Upper limit	t-Value	df	Sig
Pre- post-test	2.515	.653	.115	-2.751	-2.279	-21.773	31	.000

DISCUSSION

This study compared pretest and posttest scores in vocabulary, grammar, language style, and text organisation. After teaching and learning essay writing using writing process approach, teacher support improved students' performance in all aspects of Arabic essay writing. Their essays included a large vocabulary, proper grammar, an attractive style, and a well-organized organisation. The application of the writing process in writing essay helps students learn to write essays well (Alwaleedi et al., 2019; Khodair, 2016; M. Zaini Miftah, 2015; Maolida & Mustika, 2018; Sumarwati, 2019; Zhang, 2018). According to Winarti and Cahyono (2020), the process approach can improve essay writing skills over time. Students will understand how to plan, write, revise, edit, and publish an essay over time. If students can master writing skills, the essay writing learning process will be better and more pleasurable.

This is because, students are guided by the teacher to be actively involved in each stage of the writing process so that it impacts the student's reaction. Undoubtedly, when students enjoy what they are learning, it will indirectly motivate them to complete the writing assignments given by the teacher (Lucardie, 2014). The result of teacher support and peer collaboration at each stage of the writing process makes students more interested in highlighting their knowledge and skills in writing Arabic essays. Li (2007) argues that when students feel motivated and supported, they will be more confident to write, making it easier for them to complete their writing assignments. Therefore, Winarti Winarti and Bambang Yudi Cahyono (2020) have suggested that a process approach can be applied to PdPc essay writing skills so that negative factors, such as anxiety, fear of failure, reluctance to write, can be prevented (Şenel, 2018).

This process-based approach also works well for student-centered learning, where teachers help, guide, and motivate students as facilitators. Salma Endut et al. (2016) also said that teachers should teach Arabic essay writing skills with a positive attitude and a process-based approach. This aligns with the goals, objectives, and requirements of the Malaysian Secondary School Standard Curriculum's Arabic language syllabus, which encourages teachers to use this method to teach students how to write. The activities that happen with this method not only get students to work together, but also help them become skilled and influential writers.

CONCLUSION

Mastery of writing skills is more than just dependent on talent alone. Instead, it is also influenced by systematic and effective teaching. Hence, the teacher's role in supporting students throughout the writing process is crucial in helping students overcome their writing problems and enhance mastery of Arabic language essay writing. Teachers must extend this support until the students can complete their writing tasks and achieve the desired outcome. Skilled teachers are those who support their students by using practical approaches. It is hoped that implementing the process writing approach using the correct model procedure can overcome student problems, especially from the idea presented in the process of producing essays systematically. To conclude, teachers should not just look at the essays students make at the end of the teaching and learning process as a performance measurement but should guide students in following the process with complete confidence.

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