

EXPLORING INTEGRATED WRITING TASK (READING-LISTENING-WRITING) IN TOEFL iBT

Tiara Kristina Pasaribu¹, Donna Ria Pasaribu², Sondang Manik³, Desta Lenta Hawa⁴, Nopriyanti Octavia Simbolon⁵

^{1*} Universitas HKBP Nommensen, Medan, Indonesia; tiarakristina@uhn.ac.id

² Universitas HKBP Nommensen, Medan, Indonesia; donnaria.pasaribu@uhn.ac.id

³ Universitas HKBP Nommensen, Medan, Indonesia; ondangmanik21758@gmail.com

⁴ Universitas HKBP Nommensen, Medan, Indonesia; desta.lenta@student.uhn.ac.id

⁵ Universitas HKBP Nommensen, Medan, Indonesia; nopriyanti.octavia@student.uhn.ac.id

Corresponden E-mail: tiarakristina@uhn.ac.id

ARTICLE INFO	ABSTRACT
Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 30 April 2026 Keywords: <i>Integrated Writing Task 1; TOEFL iBT; challenges; mistakes</i>	This study aims to explore university students' abilities in completing the Integrated Writing Task of the TOEFL iBT, which requires the integration of reading, listening, and writing skills. The TOEFL is a standardized assessment designed to evaluate proficiency in Listening, Structure, Reading, and Writing. Within the TOEFL iBT format, the Writing section differs significantly from the PBT and CBT versions because test-takers must synthesize information from a reading passage and a related academic lecture. They are expected to explain the relationship between the two sources whether similarities, differences, or contrasting viewpoints and present the information in a coherent written response. As learners of English as a Foreign Language (EFL), students may experience various difficulties throughout this process. These challenges may include recognizing sounds, understanding the meaning of words and phrases, interpreting paragraphs, and accurately transcribing information from spoken texts. Therefore, this research focuses on two main questions: (1) What challenges do students face in reading and listening while completing the Integrated Writing Task of the TOEFL iBT? and (2) What types of mistakes do students make in their written responses for the integrated task? The novelty of this study lies in its focus on EFL students in North Sumatra who have never taken the TOEFL iBT. Thus, the research provides empirical insight into how these students comprehend, process, and integrate information across language skills. The findings are expected to contribute to the development of more effective English language teaching strategies, particularly in developing curriculum to include integrating Reading, Listening, Writing skills. It also aimed imo preparing students for the demands of the TOEFL iBT.
	ABSTRAK
Keywords: <i>Integrated Writing Task 1, TOEFL iBT, challenges, mistakes</i>	Penelitian ini bertujuan untuk mengeksplorasi kemampuan mahasiswa dalam mengerjakan Penelitian ini bertujuan untuk mengeksplorasi kemampuan mahasiswa dalam mengerjakan Integrated Writing Task pada TOEFL iBT yang menggabungkan keterampilan membaca, mendengar, dan menulis. TOEFL merupakan uji standar kemampuan bahasa Inggris yang menilai empat keterampilan utama, yaitu Listening, Structure, Reading, dan Writing. Pada format TOEFL iBT, bagian Writing memiliki karakteristik yang berbeda dibandingkan TOEFL PBT maupun CBT karena peserta diharuskan mengintegrasikan informasi dari bacaan (reading passage) dan materi kuliah (listening passage) untuk menghasilkan sebuah ringkasan analitis. Peserta harus mampu mengidentifikasi hubungan berupa persamaan atau perbedaan antara kedua sumber tersebut dan menyusunnya dalam bentuk tulisan yang koheren dan terstruktur. Mahasiswa sebagai pengguna bahasa Inggris

sebagai bahasa asing (EFL) berpotensi mengalami berbagai kesulitan dalam tugas terintegrasi ini, termasuk dalam mengenali bunyi, memahami makna kata dan frasa, menginterpretasi paragraf, serta mentranskripsi informasi dari wacana lisan. Penelitian ini berfokus pada dua rumusan masalah utama: (1) mengidentifikasi kesulitan yang dihadapi mahasiswa dalam proses membaca dan mendengarkan pada Integrated Writing Task TOEFL iBT, dan (2) mengidentifikasi bentuk-bentuk kesalahan yang muncul dalam tulisan mahasiswa saat mengerjakan tugas terintegrasi tersebut. Kebaruan penelitian ini terletak pada fokus kajian terhadap mahasiswa EFL di Sumatera Utara yang belum memiliki pengalaman mengikuti TOEFL iBT. Dengan demikian, penelitian ini memberikan gambaran empiris mengenai bagaimana mahasiswa memahami, memproses, dan mengintegrasikan informasi lintas keterampilan bahasa dalam konteks ujian berbasis internet. Temuan penelitian diharapkan dapat memberikan kontribusi bagi pengembangan strategi pengajaran bahasa Inggris yang lebih efektif, khususnya dalam mempersiapkan mahasiswa menghadapi TOEFL iBT

© 2023

This Is An Open Access Article Under CC-BY License



1. INTRODUCTION

Test of English as a Foreign Language or TOEFL is a standardized test of students' abilities to determine their Listening, Structure, Reading and Writing abilities (Prayitno et al., 2019). There are several types of TOEFL tests, namely PBT (paper based test), CBT (computer based test) and IBT (Internet Based test). The form of the IBT test is different from the PBT and CBT where the test is a test that uses the internet (Juliana, 2021). There are similar sections as in PBT such as Listening, Reading, but in IBT there are also Writing and Speaking (Jihan & Hendriwanto, 2021). What is also different is the Writing test which is integrated with Listening and Reading (Kusmaryani, 2022). Where the student will listen to a lecture, then read a paragraph related to the reading. Participants will then make a summary that combines the reading and lecture and explain the differences or opinions that are interrelated and express them in a writing (Alshehri, 2023). In this study (Mortazavi et al., 2021), the researcher wants to explore students' abilities in carrying out Writing Integrating Tasks which combine reading, listening and writing skills (Sholikhin, 2021). The students are users of English as a foreign language so they have difficulties in listening to sounds, understanding the meaning of words, phrases or paragraphs, transcribing sounds or words into written words or phrases. This study wants to explore the following problems: 1 (Sampelolo & Kombong, 2022). What challenges do students face in doing Integrating Writing Tasks on Toefl IBT in listening, reading and writing? 2. What mistakes do students make in writing for integrated tasks? The novelty of this research is in the methods of examining the problems faced by ESL students in the North Sumatra area where they have never taken the Toefl IBT before and. they may lack the necessary English language skills according to the latest Toefl iBT

standards (Norawati & Puspitasari, 2022). The novelty is also to explore how ESL students as subjects can carry out the integrated writing task 1 in Toefl iBT. The Problems of the Study (Fahmi & Cahyono, 2021). What challenges do students encounter in integrating listening, reading and writing skills in the Writing Integrating Task in Toefl iBT?, What mistakes do students make in writing for the Writing Integrating Tasks of Toefl iBT?. According to Maru (Andriani et al., 2021) integrating writing with listening can be an alternative to endorse language and knowledge competence (Chung et al., 2021).. "Listening skill has been defined by some researchers nowadays, "as a basic skill of language, listening is an essential process in interpreting surroundings. Through listening skills students can comprehend the meaning of words being spoken (Sreena & Ilankumaran, 2018).

Although the study of listening skills has been widely studied, little has been written concerning teaching integrated-listening skills to university students. As generally known, in the university context, the listening course is taught in a discrete way (Pingmuang & Koraneekij, 2022). In its implementation, however, the listening course is sometimes integrated with other skills (Bai et al., 2021). (Fauzi. 2019) In the integrated listening-to-writing task, the students made a written summary of some talks from TED Talk in the form of Listening Journal adapted from Takaesu, 2013. In Takaesu's findings TED Talks are found to increase the listening comprehension where students are exposed to English accents from different speakers (Firoozjahantigh et al., 2021). Takaesu taught note-taking skills, the use of lecture language and guided the students on appropriate TED talks. In total, the students made five summaries during five weeks of study (Afifatimah & Muthali'in, 2023). Once the students finished making a summary, they immediately submitted their work in Google Classroom (Tampubolon sahan et al., 2018). From the research above, the benefit of listening to TED talks and using notetaking helps to improve students' listening comprehension skills. Scaffolding strategies are needed however to help lower-proficiency students in understanding the selected talks (Hariyanto et al., 2021). He mentioned the use of Pre-listening preparation tasks, guided lecture selection step by step listening process, dictation exercises, Both Fauzi and Takaesu integrated the listening skill with the writing skill (Pernanda, 2020)

2. METODE

This research uses Mixed methods in exploring integrating Writing Tasks Tasks 1 to explore how students' performance in conducting integrating skills of reading, listening and writing tasks (Wingate, 2018). The first data analyzed will be the reading comprehension and finding the scores of the reading part . This data will help to decide the level of the students' reading comprehension on the reading piece (Amelia et al., 2021). The second data will be the listening score (Usmeldi & Amini, 2020). Which will decide the level of the students' listening comprehension. Finally the data from the summary of the integrated task of the TOEFL iBT will also be analyzed to understand the mistakes that the student makes in writing the summary for the integrated writing task 1 (Priatna & Patmawati, 2020). The questionnaires are also analyzed to find the challenges that the students faced in doing the integrated writing task 1 (Hidayati, 2018).

The subject of the students are the fourth and sixth students from the English Literature Department of HKBP Nommensen University who are taking Toefl class in the even semester of 2025 consisting of 25 students (Tillema, 2012). The data of this research is taken from the students' writing based on the Toefl ibt test of the integrated writing task for Writing task 1 and 2 (Alshehri, 2023). The source of the data are based on the reading and listening test, questionnaire, and summary of the integrated writing tasks (Tillema, 2012).

The Technique of Collecting the Data

The following steps are used in collecting the data:

- a. Students are given the ibt Toefl test for Writing Task 1
- b. Students are given a reading piece with ten reading comprehension questions
- c. Students are asked to hear a lecture with 10 listening questions to test their comprehension of the listening task (Macaro et al., 2019).
- d. Students are requested to write a summary from the reading part and the listening part (from no 2 and 3)
- e. Students are given a questionnaire about the problems they face in doing the integrated writing tasks.

The Technique of Analyzing the Data

The following steps are used to analyze the data:

- a. The score of the reading comprehension is tabulated.
 - b. The score of the listening comprehension is tabulated.
 - c. The summary of the integrated writing tasks are collected.
 - d. The writing tasks are graded using Toefl iBT grading score
 - e. The mistakes found in the writing task are analyzed (Azzahra et al., 2023).
 - f. The responses to the questionnaire from the google form are analyzed and displayed
- The Findings of integrated writing tasks are compiled (Sulistri et al., 2020)

3. RESULT AND DISCUSSION

The challenges students face in doing Integrating Writing Tasks on Toefl IBT in listening, reading and writing

- a. Not reading quickly enough because they are only given three minutes.
- b. Difficulty following the lecture in the listening section because the speaker speaks too quickly for international students (Govindarajoo et al., 2022).
- c. Difficulty understanding the terms used by the speaker.
- d. Difficulty focusing on integrating reading and listening (Lomashvili, 2022).
- e. Difficulty understanding pronunciation and accent in the listening section of the lecture.
- f. Difficulty expressing ideas in the writing section because they have to think about topics or ideas to write about (Sidabutar, 2021).
- g. Need to think about correct and appropriate vocabulary and grammar (Manire et al., 2023).

INITIAL	ANSWER
EBE	In reading passage, I learned about the phenomenon of childhood amnesia. The passage explains that most people cannot remember events from the first three to five years of their lives. Even though young children learn a lot during that time, people generally fail to recall memories from that early period. The reading also mentions that Freud was the first to observe this in 1805. Many studies have confirmed that even when researchers try to verify memories through documented events like birthdays, people still cannot remember experiences from early childhood. In the listening passage, the speaker provided a scientific explanation for childhood amnesia. The lecturer explained that the hippocampus, which is the part of the brain responsible for forming long-term memories, is not fully developed in young children. Because of this underdevelopment, children's brains are not able to store long-lasting memories during the first few years of life. In my experience, doing this integrated writing task helped me practice combining information from both reading and listening. The reading passage gave me the basic idea, while the listening provided more detailed explanation. Writing the essay was a little challenging because I needed to summarize both sources accurately, but it also helped me improve my reading, listening, and writing skills at the same time. I think this type of task is useful to prepare for the TOEFL test.
LAV	In reading passage, I learned about childhood amnesia, which is the inability of people to remember events from the first three to five years of life. The passage explained that even though young children learn a lot during this time, they tend not to remember anything. Researchers have confirmed this through many studies. In the listening passage, the speaker explained why childhood amnesia happens. The speaker said that children store memories in a random way, unlike adults who organize them. Also, the hippocampus — the part of the brain that helps organize memories — is not fully developed until the age of two or three. That's why memories from early childhood usually don't last. Writing the Integrated Writing Task is quite challenging because I have to match the information from the reading passage and the audio recording. I need to take important notes quickly and then connect the ideas from both sources into one well-organized essay.
DES	While reading the passage, I learned about childhood amnesia, a condition in which people cannot remember events from the first three to five years of life. The text explains that this phenomenon is common for everyone and has been studied since the time of Freud. I quickly took notes of the important points because the reading time was limited to only three minutes. From the listening section, I received further explanations about the causes of childhood amnesia. The explanation stated that children's brains, especially the part called the hippocampus, are not yet fully developed. As a result, children cannot store memories in an organized way, which makes early childhood memories easy to lose.

	During the writing stage, I combined information from both the reading passage and the audio. I explained that the text presents general facts about childhood amnesia, while the audio provides a scientific explanation for its cause. I tried to write clearly and avoided adding personal opinions, as instructed in the task.
NOP	For the reading section, I was able to understand the meaning of the text because I could see each sentence clearly. If there were vocabulary items that I did not know, I could guess their meaning from the context. Therefore, the reading part was not too problematic for me. For the listening section, I found it a bit difficult to understand because I had to really pay attention to what the speaker was saying. I needed to make sure that what they said matched what I thought I heard. Pronunciation and accents became challenges in this part. However, not all words were difficult to catch—only a few were challenging, and they were still understandable. For the writing section, I struggled to express my ideas. First, I had to think about the topic or ideas I wanted to write about. Second, I had to think about using the correct and appropriate vocabulary and grammar. These aspects became real challenges for me.
RIZ	Reading Experience : In the reading task, I found the material to be both informative and engaging, the vocabulary was appropriately challenging, allowing me to expand my understanding of the topic while still being accessible. Overall, the reading provided a solid foundation for the integrated writing task. Listening Experience: The listening component complemented the reading material effectively, I found it particularly helpful when the speaker summarized key points at the end Writing Experience :When it came to the writing task, I felt well-prepared due to the insights gained from both the reading and listening components, I focused on creating a cohesive argument that reflected the strengths of both materials. By the end of the writing process.
CHY	When reading the passage, I tried to focus on identifying the main idea of each paragraph. I noted that the central topic was “childhood amnesia,” or the inability of people to remember events from the earliest years of their lives. During the listening section, I paid attention to the scientific explanation behind the phenomenon mentioned in the reading. The speaker explained that differences in how children and adults store memories are the main factor contributing to childhood amnesia. In writing the integrated task, I tried to produce a well-structured essay by first summarizing the reading passage and then explaining how the listening section adds to or further clarifies the topic.
MEL	When reading the text, I tried to take notes on the key points presented, especially the main concepts explained. The passage was quite clear and well-structured, so I was able to understand its main ideas fairly well. I noted each supporting argument provided by the author so that I could later compare it with the information from the listening passage. The main challenge was the limited reading time, so I had to read quickly while staying focused.

	Listening was the most challenging part for me. I had to concentrate fully because the information was played only once, and I needed to write down as much as possible. In the audio, the explanation about childhood amnesia was more detailed, including information about the hippocampus and how children store memories. I also tried to write down the terms mentioned, although some were difficult to catch due to the fast pronunciation. Writing the integrated task required me to combine information from both the reading and the listening passages. This was quite difficult because I had to make sure I clearly explained the differences and connections between the two sources. However, I found the exercise very helpful because it improved my ability to process and write academic information in a structured way.
YOH	When I read the text, I felt it was quite easy to follow because the writing was clear and the topic was interesting. I tried to take notes on the important points. But the challenge was that the reading time was only three minutes, so I had to read quickly while still understanding the content. When I listened to the lecture, I had some difficulty because I had to stay really focused so I wouldn't miss important information. The lecture contained several points that contradicted the reading, so I had to note down those differences. Sometimes the speaker talked fast and used scientific terms, but I tried to capture the main ideas so I wouldn't get confused. The writing part made me think quite a lot because I had to combine the information from the reading and the listening without adding my own opinion. I started with an introduction, then explained each point from the reading and compared it with the listening. At first it was confusing, but the more I wrote, the clearer it became, and I managed to finish it on time.
ENJ	The reading section was easier for me because I could see the text directly, which made it simpler to understand the meaning of the passage. In the listening section, I had some difficulty because there were a few homophones in the audio, and that made me think carefully about which word fit the context. I also had to replay the audio a few times to make sure I heard the information correctly. The integrated task was very challenging because I had to present my ideas accurately. I struggled with choosing the right words and organizing them into a clear and coherent response.

Students' mistakes in doing the Integrated Writing Skill used the common mistakes that are made by students from MacPherson, Josh. Ten Awesome tips for the Writing Section of the TOEFL test. 1.

Common Mistakes in Doing TOEFL iBT Integrated Writing Tasks

Below are the common mistake categories, along with the initials, scores, and descriptions that fall under each category.

Mistake No. 1: Misinterpreting the lecture in the reading IT (1/5)

The writing does not follow the structure of a TOEFL essay, shows misunderstanding of the source materials, and contains major organizational issues. This indicates misinterpretation of the lecture and reading.

Mistake No. 2: Copying phrases verbatim from the lecture

TJ (0/5)

The response is a verbatim transcription of the lecture, even including instructions such as "Listen to the passage," showing no original writing.

FP (0/5)

The student rejects the writing task by copying the lecture word-for-word, producing no independent essay.

MR (0/5)

The writing copies the lecture exactly, including remarks like "take notes," indicating no attempt to compose an original response.

Mistake No. 3: Lacking organization

IT (1/5)

The writing lacks essay structure, and the ideas are not clearly developed.

MS (4/5)

The essay generally shows good organization, but awkward sentences and minor errors slightly affect the flow.

RA (4/5)

The response is well organized and well developed overall, though not completely polished.

TJ (0/5)

There is no organization because the writing is simply a copied lecture.

TM (1/5)

The essay lacks a thesis, development, and clear structure, since it only summarizes one source.

ES (3/5)

The use of headings such as "Reading Section" and "Listening Section" separates the materials, weakening the integrated organization required for the task.

FP (0/5)

No organization is present, as the writing is merely a transcription of the lecture.

MR (0/5)

There is no essay structure because the response copies the lecture instead of developing ideas.

Mistake No. 4: Giving too much attention to one source

TM (1/5)

The writing only summarizes the listening passage and ignores the reading, failing the integrated requirement

ES (3/5)

The response presents the reading and listening as two separate summaries, resulting in an imbalance and over-focus on each source independently rather than integrating them.

Mistake No. 5: Ignoring grammar and spelling

IT (1/5)

The writing contains numerous grammatical errors and spelling issues that interfere with clarity.

MS (4/5)

There are several minor grammar issues, though they do not significantly interfere with meaning.

TM (1/5)

The writing repeats ideas and contains several grammar and spelling errors

Mistake No. 6: Missing details

TJ (0/5)

Important details are missing because the student only copied the lecture without selecting or explaining key points.

FP (0/5)

No meaningful details are included in the response since it is only a verbatim

To sum it up the following percentages are tabulated to find the mistakes that students make in the integrated Writing Task 1 of Toefl IBT

MR (0/5)

Important supporting details are not provided because the text is copied directly from the lecture.

IT (1/5)

Several essential points are not sufficiently explained, resulting in incomplete ideas.

Percentages were calculated based on the total number of initials appearing in each mistake category (SYAHPUTRA, 2019).

Initial	Misinterpreting The Lecture In The Reading	Copying Phrases Verbatim From The Lecture	Lacking Of Organization	Giving Too Much Attention To One Source	Ignoring Grammar And Spelling	Missing Details
It	√		√		√	
Ms			√		√	
Ra			√			
Tj		√	√			√
Tm			√	√	√	
Es			√	√		
Fp		√	√			√
Mr		√	√			√

Percentages were calculated based on the mistakes made by the students appearing in each mistake category (Auni & Manan, 2022).

Common Mistakes	Percent
Misinterpreting the lecture in the reading	11.11%
Copying phrases verbatim from the lecture	33.33%
Lacking organization	88.89%
Giving too much attention to one source	22.22%
Ignoring grammar and spelling	33.33%
Missing details	44.44%

Students; mistakes in integrated writing in reading and listening are lacking organization with nearly 89%, Secondly missing details are 44.44%, with 33.33\$ for copying phrases verbatim, and ignoring grammar and spelling (Bessadet, 2022).Second to last mistakes are giving too much attention to only one source and the last is misinterpreting the lecture in the reading and listening (Ambridge, 2022)

4. CONCLUSION

After conducting this study on the exploration of integrated writing for TOEFL iBT Task 1, it can be concluded that:

- Students' understanding of Reading Comprehension is good, with an average score of 90.
- Students' understanding of Listening Comprehension is moderate, with an average score of 73.33.
- Students' ability to integrate reading and listening comprehension in writing tasks falls into the good category, with an average score of 81.67, based on the rubric provided by the English Testing System for IELTS.
- The results of this study indicate that the integration of reading, listening, and writing skills in TOEFL iBT Writing Task 1 still needs to be strengthened starting from Primary school or junior high school, so that when students reach senior high school and university levels, they are accustomed to synthesizing information more easily.
- Students demonstrate good comprehension in reading, but their listening skills still show significant weaknesses, so additional practice is needed to improve listening proficiency continuously.

ACKNOWLEDGMENT

The authors would like to acknowledge HKBP Nommensen University for making it possible for the authors to do the research. The authors would like to thank also to the Language and Arts Faculty and LPPM (Lembaga Pengabdian Pada Masyarakat) in making this research possible

REFERENCES

- Abdullah, A., Achmad, F. Y. N., & Mayunita, S. (2026). Transparency Of Direct Cash Assistance (BLT) Receipt Services In Bone Kainsetala Village, Bone District, Muna Regency. *Journal of Social and Society Tarombo*, 1(1), 39-45.
- Afifatimah, O., & Muthali'in, A. (2023). Strengthening The Student Profile Of The Pancasila Dimension Of Piety Through Religious Activities In Schools. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 37-50.

<https://doi.org/10.32678/Tarbawi.V9i01.8081>

- Alshehri, A. (2023). The Impact Of Vocabulary Size On The Receptive Skills Of Saudi Efl Learners. *World Journal Of English Language*, 10(2), 108–115. <https://doi.org/10.5430/Wjel.V13n7p108>
- Ambridge, B. (2022). Why Algebraic Systems Aren't Sufficient For Syntax: Experimental Evidence From Passives In English, Mandarin, Indonesian, Balinese And Hebrew. In *Algebraic Structures In Natural Language* (Pp. 95–112). Crc Press.
- Amelia, B. R., Rachmajanti, S., & Anugerahwati, M. (2021). An Analysis Of Grammatical Errors In Writing Recount Texts By The Tenth Graders. *Jolla: Journal Of Language, Literature, And Arts*, 1(1), 15–24. <https://doi.org/10.17977/Um064v1i12021p15-24>
- Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English Grammar In An Indonesian Junior High School. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1046–1056. <https://doi.org/10.35445/Alishlah.V13i2.956>
- Auni, L., & Manan, A. (2022). Contrastive Analysis Of English And Indonesian Adverbs. *Englisia: Journal Of Language, Education, And Humanities*, 10(1), 88. <https://doi.org/10.22373/Ej.V10i1.14692>
- Azzahra, A., Ibrahim, H., Rohimah, N., Nasution, S. F., & Zakiyyah, Z. (2023). Mengembangkan Keterampilan Menyimak Yang Kritis Di Kelas Tinggi Azimah. *Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(3), 39–52.
- Bai, B., Wang, J., & Nie, Y. (2021). Self-Efficacy, Task Values And Growth Mindset: What Has The Most Predictive Power For Primary School Students' Self-Regulated Learning In English Writing And Writing Competence In An Asian Confucian Cultural Context? *Cambridge Journal Of Education*, 51(1), 65–84. <https://doi.org/10.1080/0305764x.2020.1778639>
- Bessadet, L. (2022). Drama-Based Approach In English Language Teaching. *Arab World English Journal*, 13(1), 525–533. <https://doi.org/10.24093/Awej/Vol13no1.34>
- Chung, H. Q., Chen, V., & Olson, C. B. (2021). The Impact Of Self-Assessment, Planning And Goal Setting, And Reflection Before And After Revision On Student Self-Efficacy And Writing Performance. *Reading And Writing*, 34(7), 1885–1913. <https://doi.org/10.1007/S11145-021-10186-X>
- Fahmi, M. A., & Cahyono, B. Y. (2021). Efl Students' Perception On The Use Of Grammarly And Teacher Feedback. *Jees (Journal Of English Educators Society)*, 6(1), 18–25. <https://doi.org/10.21070/Jees.V6i1.849>
- Firoozjahantigh, M., Fakhri Alamdari, E., & Marzban, A. (2021). Investigating The Effect Of Process-Based Instruction Of Writing On The Ielts Writing Task Two Performance Of Iranian Efl Learners: Focusing On Hedging & Boosting. *Cogent Education*, 8(1), 1881202. <https://doi.org/10.1080/2331186x.2021.1881202>
- Govindarajoo, M. V., Hui, C. C., & Aziz, S. F. A. (2022). Common Errors Made In English Writing By Malaysian Chinese Primary Year 6 Esl Learners At A Tuition Centre In Puchong, Malaysia. *Asian Journal Of University Education*, 18(3), 674–691. <https://doi.org/10.24191/Ajue.V18i3.18954>
- Hariyanto, H., Wijaya, C., Y Yahfizham, Y., & Zaini, M. F. (2021). Principal Interpersonal Communication In Decision Making And Policy Quality Improvement Of Mts Umme

- Lubuk Pakam. *International Journal Of Educational Research & Social Sciences*, 2(1), 77–85. <https://doi.org/10.51601/ijersc.V2i1.10>
- Hidayati, K. H. (2018). Teaching Writing To Efl Learners: An Investigation Of Challenges Confronted By Indonesian Teachers. *Langkawi: Journal Of The Association For Arabic And English*, 4(1), 21. <https://doi.org/10.31332/Lkw.V4i1.772>
- Jihan, & Hendriwanto. (2021). University Students' Reflection On Learning English Through Drama. *Borneo Educational Journal (Borju)*, 3(1), 1–7. <https://doi.org/10.24903/Bej.V3i1.705>
- Juliana, J. (2021). Improving Students' Toefl Listening Skill Through Task-Based Learning Approach. *Budapest International Research And Critics Institute (Birci-Journal): Humanities And Social Sciences*, 4(1), 231–242. <https://doi.org/10.33258/Birci.V4i1.1586>
- Kusmaryani, W. (2022). Project Based Learning (Pbl) In English Drama Course: The Process And Its Impact On Students' Speaking Skill. *Linguistics And Elt Journal*, 10(2), 1–9.
- Lomashvili, L. (2022). How To Incorporate Language Form, Function, And Structure In The Siop Model Lessons. *International Journal Of English Language Teaching*, 9(2), 8. <https://doi.org/10.5430/Ijelt.V9n2p8>
- Macaro, E., Hultgren, A. K., Kirkpatrick, A., & Lasagabaster, D. (2019). English Medium Instruction: Global Views And Countries In Focus. *Language Teaching*, 52(02), 231–248. <https://doi.org/10.1017/S0261444816000380>
- Manire, E., Kilag, O. K., Cordova Jr, N., Tan, S. J., Poligrates, J., & Omaña, E. (2023). Artificial Intelligence And English Language Learning: A Systematic Review. *Excellencia: International Multi-Disciplinary Journal Of Education (2994-9521)*, 1(5), 485–497.
- Marpaung, S., Wibowo, A. P., Setiawan, T., & Suhariono, A. (2026). Strategic Planning, Performance Management, and Corporate Budgeting: An Expert Sharing Reflection for Strengthening BPJS Kesehatan's Strategic Management System. *Journal of Social and Society Tarombo*, 1(1), 31-38.
- Mortazavi, M., Nasution, M. K. M., Abdolazadeh, F., Behrooz, M., & Davarpanah, A. (2021). Sustainable Learning Environment By Mobile-Assisted Language Learning Methods On The Improvement Of Productive And Receptive Foreign Language Skills: A Comparative Study For Asian Universities. *Sustainability*, 13(11), 6328. <https://doi.org/10.3390/Su13116328>
- Norawati, R., & Puspitasari, Y. (2022). The Learning Skills Of English As A Foreign Language (Efl) Student-Teachers In Project-Based Learning And Case-Based Learning. *Jeels (Journal Of English Education And Linguistics Studies)*, 9(2), 255–277. <https://doi.org/10.30762/Jeels.V9i2.512>
- Panjaitan, L., Simbolon, J. M. A., Mobo, F. D., & Purba, A. A. (2026). The Impact of Socioeconomic Differences on Multicultural Learning Experiences in School Base: Studies Case Wrong One Elementary School in Indonesia. *Journal of Social and Society Tarombo*, 1(1), 1-10.
- Pernanda, H. (2020). Kapasitas Aparatur Sipil Negara Terhadap Efektivitas Pelayanan Publik Pada Bidang Pencatatan Sipil Di Dinas Kependudukan Dan Pencatatan Sipil Kota Sungai Penuh. *Qawwam: The Leader's Writing*, 1(1), 44–53.

<https://doi.org/10.32939/Qawwam.V1i1.78>

- Pingmuang, P., & Koraneekij, P. (2022). Mobile-Assisted Language Learning Using Task-Based Approach And Gamification For Enhancing Writing Skills In Efl Students. *Electronic Journal Of E-Learning*, 20(5), 623–638. <https://doi.org/10.34190/Ejel.20.5.2339>
- Prayitno, H. J., Kusmanto, H., Nasucha, Y., Rahmawati, L. E., Jamaluddin, N., Samsuddin, S., & Ilma, A. A. (2019). The Politeness Comments On The Indonesian President Jokowi Instagram Official Account Viewed From Politico Pragmatics And The Character Education Orientation In The Disruption Era. *Indonesian Journal On Learning And Advanced Education (Ijolae)*, 1(2), 52–71. <https://doi.org/10.23917/Ijolae.V1i2.8785>
- Priatna, A., & Patmawati, I. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Two Stay Two Stray Terhadap Peningkatan Keterampilan Menyimak Peserta Didik Pada Mata Pelajaran Bahasa Indonesia. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 5(Vol 5 Nomor 2 Desember 2020), 187–203. <https://doi.org/10.23969/Jp.V5i2.3535>
- Purba, Y. O., Septiwiharti, D., Rumahorbo, E. S. P., & Marra, E. (2026). Correlation Efficacy Self Academic with Readiness Psychological Student in Face Exam End of Semester. *Journal of Social and Society Tarombo*, 1(1), 11-18.
- Sampelolo, R., & Kombong, M. T. (2022). The Future Of English Language Teaching And Learning Through “Merdeka Belajar - Kampus Merdeka” (Mbkm): A Systematic Review. *Klasikal : Journal Of Education, Language Teaching And Science*, 4(1), 40–46. <https://doi.org/10.52208/Klasikal.V4i1.118>
- Sholikhin, M. I. (2021). An Analysis Of Teacher’s Strategies On English Learning During Pandemic. *Edutama*. <http://Repository.Ikipgribojonegoro.Ac.Id/Id/Eprint/1682>
- Sidabutar, U. (2021). Students’ Perception Toward English Speaking Motivation During Online Learning System Through Multimodal Approach. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 4014–4024. <https://doi.org/10.31004/Edukatif.V3i6.1390>
- Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal Of Engineering & Technology*, 7(4.36), 669. <https://doi.org/10.14419/Ijet.V7i4.36.24220>
- Sulistri, E., Sunarsih, E., Utama, E. G., & Moseki, U. R. (2020). The Development Of Digital Pocketbook Based On The Ethnoscience Of The Singkawang City To Increase Students’ Scientific Literacy On Heat Matter And Its Transfer. *Jetl (Journal Of Education, Teaching And Learning)*, 5(2), 263. <https://doi.org/10.26737/Jetl.V5i2.2042>
- Syahputra, R. (2019). Contrastive Analysis Of Interrogative Sentences In English And Mandarin Language. *Jurnal Ilmiah Maksitek*, 4(2). <https://doi.org/https://www.makarioz.sciencemakarioz.org/index.php/jim/article/view/76>
- Tampubolon Sahlan, Usman, S., & Srisofian, S. (2018). The Effect Of English Laboratory Use In Speaking Ability. *International Journal Of Research And Review*, 5(9), 177–183.
- Tillema, M. (2012). *Writing In First And Second Language: Empirical Studies On Text Quality And Writing Processes*.
- Usmeldi, & Amini, R. (2020). The Effect Of Integrated Science Learning Based On Local Wisdom To Increase The Students Competency. *Journal Of Physics: Conference Series*,

1470(1), 012028. <https://doi.org/10.1088/1742-6596/1470/1/012028>

Wingate, U. (2018). Academic Literacy Across The Curriculum: Towards A Collaborative Instructional Approach. *Language Teaching*, 51(3), 349–364. <https://doi.org/10.1017/S0261444816000264>

Yulianto, T., & Wibowo, F. A. (2026). Revisiting divine sovereignty and righteous suffering: A critical theological analysis of the Book of Job. *Journal of Social and Society Tarombo*, 1(1), 19-30.