

Students' Ability in Writing Opinion Essay Using Writing Process Method and a Story Based on Adab Education

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ABSTRACT

Good writing is determined by some things, one of which is its process. This study aimed to find out the influence of the writing process method and a story based on Adab education on the student's ability to write an opinion essay. The design of this research is mixed method research. The research population was eight classes of undergraduate students in semester 3 of the English Education Department of Teacher Training and Education Faculty in the academic year 2019/2020. The research sample was 37 students who were purposively chosen. The instruments used were a pretest and a posttest. The findings showed that the average posttest score for the experimental class (71.0) was two points higher than the score for the control class (69.0). The results of calculating the difference between the experimental class's posttest and pretest values, a value of 24, were obtained. In contrast, in the control class, a value of 26 was obtained as the result of calculating the difference between the posttest and pretest values. The difference between the two results was -2. Based on that, the conclusion was that the influence of the writing process method and a story based on Adab's education was insignificant. In other words, the writing process method and a story based on Adab education were similarly good in improving students' competence in writing an opinion essay. The findings suggest the necessity of doing or implementing the writing process and a story based on Adab's education if students hope to have good English writing particularly an opinion essay.

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1. INTRODUCTION

In Islam, education is the process of cultivating adab in a Muslim. Adab education as a teaching based on Allah's revelation, so that adab is one of the parts of education that is very important and needed in the world of education because it deals with aspects of individual attitudes and good values or also social aspects. Good adab will influence both individual and social life. There is a saying that "adab is higher than knowledge". Therefore, the values within the religion need to be known, understood, believed in and practised by Indonesian people in order that they can become the basis of personality to become whole human beings (Noer, Tambak, and Sarumpaet, 2017).

Furthermore, Jamilah (2016) said that one of the efforts to develop the Nation's character is through classroom learning. Learning, which is designed specifically to educate the students as well as building adab, is expected to be able to reduce this personality crisis. Developing the nation's adab can be delivered through personality development courses such as religious education, Pancasila education, education of citizenship, basic cultural science, Education of society and environmental life, etc. In line with the development of the nation's personality which leads to adab education, this research is focused on writing learning as one of the courses in the Department of English Education, Faculty of Teacher Training and Education, which can be integrated with several approaches to produce student adab quality.

Related to the quality of students' adab Noer, Tambak, and Sarumpaet (2017) said that adab is the science of the purpose of seeking knowledge, while the purpose of seeking knowledge in Islam is to instill goodness in man as a human being and as a person. Furthermore, it is also said that adab is one of the most important and needed parts of education in the world of education because it is related to aspects of attitudes and values both individually and related to society. A good adab will have an influence on individual and social life. So there is a saying that "adab is higher than science". Therefore, the values contained in religion need to be known, understood, believed and practiced by Indonesian society so that it can become the basis of personality so that it can become a complete human being. Given the importance of adab in life, even the smallest things have their own rules. In realizing changes and developments towards a better direction, it is necessary to make adjustments and realizations in learning and life, so that the purpose of education can produce good qualities that can be accounted for in the afterlife. These adjustments can be made with the curriculum and learning materials, the learning and coaching process, as well as with extra-curricular activities in the community.

In accordance with the learning materials, writing essays in writing classes that aim to improve some expected learning outcomes, they are attitude that is able to get closer to Allah S.W.T., and they are also able to show respect to everyone, to the lecturers and even to the peer students as the implementation of piety toward the one and only God. Each student in the English Education Department Faculty of Teachers Training and Education must be proficient in writing. The ability to produce well-crafted essays in English is one of the writing skills that students need to develop. Students are required to have knowledge of the subjects they write about when they write. Writing involves not only writing technique but also language and content (Rasyidah and Antoni, 2014). In addition, according to Bailey (2018), "the objective of writing is to address a subject of common interest and tell the writer's position." According to the phrase, writing's primary goal is to discuss a fascinating subject and share the author's viewpoints or thoughts.

One of the learning methods that can make educational messages conveyed effectively without making any parties feel being preached is the storytelling method. In the Quran, Allah has told many stories of prophets, figures, and people in the past that can be good role models (*uswah hasanah*) and lessons learned (*ibrah*) for all of us. The interesting thing is that the verses in the Quran contain more stories compared with the verses of law, which are only around 330 verses, meanwhile, there are around 1600 stories (Mustaqim, 2011). One of God's ways to educate humans is through storytelling methods in the Quran. Through this storytelling method, humans can get moral values within the stories without feeling indoctrinated. Moreover, educational messages within them are more understandable and interesting (Mustaqim, 2011). Stories in the Quran are effective media to convey advice or warnings toward students, even in the form of insights and ideas written. In this study, stories become reading objects for the students in the experiment class to illustrate the argumentation skills, ideas and insights they have in writing opinion essays. Essay is semi-academic writing, and opinion is the genre of the essay written. Opinion essay is the part of the writing essay course given in the 3rd semester that requires an ability to convey ideas or opinions in the form of an essay, because through the writing, students are expected to be able to convey their ideas or opinions.

An opinion is a person's viewpoint on a particular issue. When expressing a viewpoint on a topic, the writers want the reader to concur. So, the writers must provide justification for their viewpoint. A

strategy for bolstering arguments is to provide evidence (Oshima, 2018). In addition, writing an opinion essay requires formality. It requires the writers to express their views on a subject clearly while providing several points of view that are supported by arguments and/or examples. Include the opposing perspective in a separate paragraph as well (Bailey, 2018).

As far as research has been done, research on adab-related stories or what is known today with the term character integrated, several researchers have examined this issue such as Ain (2014) which discusses the Development of Prophetic Stories as a Source of Character-Based English Learning". The result of this research is a book consisting of translated stories about the Prophet that are studied by experts in terms of plot, content, language and design. Through this story learners and readers can learn the morals of virtuous prophets as good examples for them. In addition, they can also learn English, especially in improving their vocabulary in English. In the research conducted by Ain (2014) only focused on the virtuous language and morals of the Prophet as a good example for students. Octofrezi (2018) his research shows the characteristics and accuracy of contemporary with the Qur'ani story method. In the holy book of the Quran there are many stories that can be taken lessons (*ibroh*) valuable for students. Research focuses on prophetic stories, stories of sholeh people, stories of people affected by adab which can be a lesson. Furthermore, Diana (2017) found a learning model in the form of Ar Qurani (Al-Ibrah Qurani) which is Ar Qurani, an exemplary story-learning media innovation in the form of an Islamic module with the addition of Augmented Reality (AR) technology. Ar Qurani will sound and display the stories interactively. This study discusses media analysis in relation to character building in students. Anshori (2020) explained that a story or story makes students get a touch of values that will affect their character. Stories as an alternative method for the formation of the psyche of learners especially in the affective and psychomotor realms. This research shows that a story is able to provide value to the character of students. The results of Busthami (2018) show that adab education is known today as character education. Not only educating students to understand the teachings correctly (*tafaqquh fi al-din*) but also educating them so that they become disciplined and civilized human beings. Busthami's research emphasizes educating students to be civilized.

The importance of the story in the Qur'an related to adab has been proven by previous research, but unfortunately no one has integrated it in writing learning. This research takes the story in the Qur'an which is integrated with the learning of writing opinion essays and has never been done by other researchers. Therefore, the researcher is interested in researching more specifically about writing that focuses on the field of writing by looking at students' ability to write opinion essays through adab education-based stories so that subsequent researchers can also develop teaching materials in the field of study of writing opinion essays through stories in the Qur'an which account for one-third of the content of the Qur'an.

In this study, students wrote opinion essays based on adab, that was by conversing adab education illustrated in the story. Students would be given the understanding that the main and first concept of adab was to perform adab to Allah S.W.T. as the creator and the ruler of all creatures. This was very important because the appreciation and practice of adab to Allah SWT. will become the foundation of adab and morals toward themselves and other creatures.

The research identifications are: education at universities has missed the actual targeted goals formulated according to the law of higher education; in other words, *Adab* among students needs to be stronger. To investigate it, the research problems developed are: are there any differences between students' opinion essay writing skills through adab education-based stories and their opinion essay writing skills without stories? Are there any effects of adab education-based stories on students' opinion essay writing skills? How to teach writing opinion essays through adab education-based stories.

2. METHODS

This study used a method design. The quantitative research applied quasi-experimental non-equivalent control group design. This design is the same as pretest-posttest control group design since

both experimental and control groups are not selected randomly (Sandu Siyoto & Sodik, 2015; Sugiono, 2019)

The quantitative research design was also used to find out the effects of implementing process writing in essay writing through adab education-based stories toward students' ability in writing opinion essays. The research design was taken from two classes, the first of which was made as the experimental class, and the second one was made as the control class. The experimental class was given treatment writing opinion essays applying process writing through adab education-based stories. The control class was given treatment writing opinion essays applying process writing without stories.

The effects of using adab education-based stories toward opinion essay writing skill was assessed using the pattern: Effects = $(O2 - O1) - (O4 - O3)$

Where O1: Pre-test of the experimental class ; O2 : Post-test of the experimental class; O3:

Pre-test of the control class; O4: Post-test of the control class (Sugiono, 2019; Gulo, 2002)

O1 and O3 illustrated students' opinion essay writing skill prior to getting opinion essay writing treatment. O2 illustrated students' opinion essay writing skill after getting opinion essay writing using process writing method through adab-education-based stories treatment. O4 illustrated students' opinion essay writing skill after getting opinion essay writing using the process writing method without adab-education-based stories treatment. The effects of implementing process writing in opinion essay writing through adab-education-based stories toward opinion essay writing skill were $(O2 - O1) - (O4 - O3)$.

Besides quantitative data, qualitative data were also used to answer the second research question. The data were related to how to implement writing opinion essays teaching by implementing process writing and adab-based stories. The steps of the implementation started with reading the story of prophet Yusuf, and then after reading the story, students identified one of the adab found in the story. After that, the selected adab became the topic for the opinion essay that they were going to write. The next step was writing a thesis essay by making a sentence of the writer's opinion on the identified adab. Then, students wrote an opening paragraph by introducing the topic, continued with the elaboration of the topic, and ended by a thesis statement. Next was two essay paragraphs that started with topic sentences containing support for the opinion stated in the thesis. Then, it was followed with other sentences of elaboration supporting the topic sentence containing explanations, facts, or even examples. The last paragraph was the conclusion. This paragraph contained the conclusion of the contents discussed in the two previous paragraphs. Then, it was followed with the writer's opinion toward the discussions in the two content paragraphs and the writer's emphasis on the importance of having the adab mentioned in the essay.

The research population was the third-semester students of the English Education Department, Faculty of Education and Teachers Training, academic year 2019/2020, in 8 classes taking an essay writing course at the odd semester. The samples were selected purposively, two classes out of 8 classes. Next, the two classes became one experimental class, and the other one became the control class. The total sample of the study were 37 students: 23 students of class 3C and 14 students of class 3D.

The instruments applied in this study were pre-test and post-test. Pre-test was used to measure students' initial skill in writing opinion essays. Post-test was used to measure their opinion essays writing skill after getting treatment using process writing and adab education-based stories and without stories.

Post-test was given to students in the experimental class after they read Prophet Yusuf as story. They identified adab found in the story then made it as the topic of the opinion essay they wrote. Meanwhile, the post-test given to the control class was students had to write an opinion essay using the topic of their own choice. Both opinion essays written by the experimental class and the control class students contained three parts: introduction, content, and conclusion. The introduction explained the background of the written topic and ended with a thesis sentence that was at the same time the topic of the essay they wrote. The content of the opinion essay contained the elaborations or argumentations of the opinion stated in the thesis. The conclusion paragraph contained conclusions of the content discussed in the essay and contained the writers' opinion toward the discussion in the contents. According to Abbas & Herdi (2018), in writing there are several components that must be considered, such as content (topic

development), organization (paragraph compilation), vocabulary (use of vocabulary), grammar (use of grammar) and mechanic (mechanism for writing capital letters, punctuation and spelling). However, this research focuses on two components, namely content (topic development) and organization (paragraph compilation).

The assessment rubric was used to assess the students' opinion essays based on the content quality criteria and the organization. The rubric was developed by the researcher and had been through the validity process by experts. In addition to the quantitative data, this study was also completed with qualitative data that explained how to implement opinion essay writing teaching using the process writing method and using *Adab* education-based stories. The data were presented by demonstrating the steps of opinion essay writing using the process writing method and *Adab* education-based stories.

3. FINDINGS AND DISCUSSION

3.1 *The Differences of Students' Opinion Essay Writing Skills between using Adab Education-Based Stories and without Stories*

In order to see the differences of students' opinion essay writing skill between using *Adab* education-based Stories and without Stories before having the treatment were shown by the average score of their pre-test. The differences of the students' skills can be viewed in Table 1.

Table 1. The Mean Scores of Students' Opinion Essays Writing Skill of Experimental and Control Classes in the Pre-test

Score	Experimental Class		Control Class		Category
	Contents	Organization	Contents	Organization	
96 – 100	-	-	-	-	Excellent
86 – 95	-	-	-	-	Very good
76 – 85	-	-	-	-	Quite good
66 – 75	-	-	-	-	Good
56 – 65	1	1	-	-	Fair
36 – 55	13	10	20	16	Poor
0 – 35	-	3	3	7	Very poor
Mean score	46.4	40.1	42.8	37.6	

Table 1 shows the students' opinion essay writing skill before having the treatment in both classes in the experimental class and the control class. The mean score of the students in the experimental class for the content element is 46.4, and for organization is 40.1, while the mean score of the students in the control class for the content element is 42.8 and for organization is 37.6. The score of the students for both classes are mostly in the poor category. These indicate that almost all students in both classes, whether in the experimental or control classes, have the same category of ability in writing opinion essays in the pre-test. These results are similar with the findings of Rasyidah & Antoni (2014) who found that students writing ability on critical essay content were only 57.63 or in the fair category.

Meanwhile, the differences of students' opinion essay writing skills between those who were treated using *Adab* education-based stories in the experimental class and without stories in the control class on content and organization are shown in Table 2.

Table 2. The Mean Scores of Students' Opinion Essays Writing Skill of Experimental and Control Classes in the Post-test

Range Score	Experimental Class		Control Class		Category
	Contents	Organization	Contents	Organization	
96 – 100	-	-	-	-	Excellent
86 – 95	1	3	-	1	Very good
76 – 85	4	4	4	4	Quite good
66 – 75	5	3	8	16	Good
56 – 65	1	2	9	1	Fair
36 – 55	3	2	2	-	Poor
0 – 35	-	-	-	1	Very poor
Mean score	68	74	66	72	

Table 2 illustrates the students' scores in writing opinion essays based on *adab* education or the experimental class, regarding content (68), which was two-point higher than in writing opinion essays without stories or control class (66). The same thing appeared in the students' writing organization ability, that students' score in writing opinion essays based on *adab* education (74) was two-point higher than that without stories (72). Students of both classes, experimental and control, in terms of content and organization were in good category. The scores gained by students in both classes are similar with the findings of Sulistyorini (2017), who found that students have better writing ability after having the treatment of learning logs and conferencing. Furthermore, these results indicate that stories can be explored in the experimental class with the difference in values obtained between the experimental class and the control class.. The findings were relevant to the study conducted by Setyowati (2016) that opinion writing can improve a person's thinking ability. Through writing, someone can express the feelings and arguments that are desired by the public. An opinion essay may also contain someone's opinion to resolve a particular issue of an actual nature or controversy to inform the readers.

Students' opinion essays writing skill was assessed based on their ability in writing contents and the organization. Content essay writing skill was assessed based on the consistency of elaborating the ideas related to the topic in the introduction, contents, and conclusions. The introduction contained the importance of writing the essay topic, followed by explaining the background contained information, facts, and definition, and ended with stating opinions in the thesis sentence. The contents of the essay explain the reasons why the students had the opinions stated in the thesis. Students had to make two reasons written in two paragraphs, each of which started with a topic sentence, and then elaborated by supporting sentences, as defined by Zemack & Rumisek (2019).

Organization writing skill was assessed based on the smoothness and logical relations of each idea stated in the sentences with the ideas in other sentences and ideas in the paragraph with other paragraphs in the introduction, contents, and conclusions. The smoothness and logical relations in the introduction were shown by how smoothly and logical the writer explained about the background using sentences of which ideas were correlated one to another and ended with a statement of opinion related to the discussed topic. In writing the contents or the body, students' organization writing skill was shown by the smoothness and the logical ideas conveyed in the topic sentence and supporting sentences in supporting the opinions written in the thesis. In writing a conclusion paragraph, organization writing skill was shown by the smoothness and logic in making conclusions and stating the writers' opinions related to the discussions in the contents. Those writing processes will ease and motivate the students to fulfill and complete their writing assignments as argued by Sawyer (2016) the writing process can be empowering, therapeutic, and even life-altering.

3.2 The Effects of Using Adab Education-Based Stories on Students' Opinion Essays Writing Skill

The effects of using *adab* education-based stories on students' opinion essay writing skill can be seen in Table 3.

Table 3. The Effects of Using Stories on Students' Opinion Essays Writing Skill

O ₁	O ₂	O ₃	O ₄	Effects
47	71	43	69	-2
O ₂ -O ₁	24	O ₄ -O ₃	26	

From the calculation results shown in Table 3, the difference between the pre-test and post-test scores of the experimental class was 24, while the difference between pre-test and post-test scores of the control class was 26. The difference between the two results was -2. Therefore, the effects of students' essay writing skill using process writing and *adab* education-based stories was not better than their essay writing skill using process writing without stories. However, using *adab* education-based stories and process writing methods could increase the scores and the quality of students' essays as well as using process writing without stories. Using *adab* education-based story influences and improve students' writing. Since it was an important thing to consider as the implementation of good character as explained by Asy'ari (2007) that if the faith is not accompanied by the proper practice of *Shari'a* (Islamic law), then in fact it does not yet have the right faith and tawhid. Likewise with the practice of *Shari'a*, if he practices it without being based on *adab*, then in essence he has not practiced *Shari'a*, and has not been considered to have faith and is anchored to *Allah*. Using stories in writing is also in line with what Sawyer (2016) says that stories helped people make sense of their world. Therefore, teaching story to collage writing students would help them make sense of their worlds particularly when writing their essay. It is in line with the findings of Diana (2017), who found that Ar Qurani's exemplary stories can be used as a learning medium to strengthen character character-building of students. Moreover, Anshori (2020) explains that a story or story gives students get a touch of values that will affect their character. Another opinion of Lubis & Arrosyidi (2021) shows that *adab* education is known today as character education. Not only educating students to understand the teachings correctly (*tafaqquh fi al-din*) but also educating them so that they become disciplined and civilized human beings. Lubis & Arrosyidis' research emphasizes educating students to be civilized.

3.3 Ways to teach opinion essays writing through Adab education-based stories

Teaching opinion essay writing through *adab* education-based stories is little bit different and seems to be unique. When conducting the research, it is seen that the ways of lecturers to teach opinion essay writing through *adab* education-based stories are: 1) preparing a particular story that demonstrated *adab* education within (a) the story prepared was Prophet Yusuf. The story of Prophet Yusuf is one of the stories in the *Quran*. It was related with Hamka's explanation in his *tafsir* in Musdianti & Pasir (2019). This story describes the ups and downs of the journey of Prophet Yusuf's life which contained the greatest wisdom for all believers, such as about his patience and toughness in wading through life. He did not give up when he suffered from being thrown into a well by his siblings, and thrown into prison by his adoptive mother (*Zulaikha*). The Prophet Yusuf AS had advantages of being handsome and being in a high position. These advantages did not make him arrogant, even made him more grateful for all the gifts that God had entrusted to him. Suffering and happiness did not make him negligent and walk away from *Allah*. The story of the Prophet Yusuf AS should be an example for mankind. He was also praised by *Allah* as a person who always does good deeds (*muhsinin*); (b) the values within the story of Prophet Yusuf.

The values within the story of Prophet Yusuf were divided into six periods of time that demonstrated Prophet Yusuf's characters: (1) Yusuf and his father delivered polite manners, respect parents, open and honest to the parents and love or compassion to the parents; (2) Yusuf and his

brothers illustrated characters: patient, independent, forgiving; (3) Yusuf and Zulaikha displayed his characters: pious toward *Allah*, persistent, abstain from adultery, reliable (*Amanah*); (4) Yusuf was imprisoned showed the characters: patient, pious, preach, helpful to friends (*loyal* friend), doing good, stucked to the principles; (5) Yusuf earned the King's trust presented the characters: trustworthy, doing good, honest, hardworking, creative, caring for others, responsible, respecting others; (6) Yusuf reunited with his father and siblings presented the characters: forgiving, humble, grateful, compassionate toward parents, siblings and others. Next, 2) on the students site, students read the story and identified the *adab* education found in the story. Students were first given a story and then read it. After reading, students determined the *adab* found in the story. After that, they identified and analyzed the *adab* found. *Adab* toward *Allah* SWT (Love *Allah* and His creation and being honest), *adab* toward themselves (Responsibility, hard work, independence, and creativity), *adab* toward others (politeness, fairness, and tolerance).

The subsequent action undertaken by the students involved the selection of a topic pertaining to one of the identified *adab* education elements within the narrative. Subsequently, the students compiled a list of the *adab* education elements identified in the story and proceeded to choose a topic from this list. This topic was then formulated into a thesis statement, representing an opinion derived from the selected *adab* education element. The subsequent step is composing the introduction. In this section, the author presents the subject matter, then providing corroborating statements that have been carefully analysed in light of a central thesis statement. Next, the connection between the established thesis and the introductory explanation is established, with the thesis being positioned at the conclusion of the introductory paragraph. Once the introduction has been composed, the subsequent section should comprise two paragraphs. Each paragraph should commence with a theme statement, followed by supporting sentences that aim to elucidate the topic sentence through the provision of explanations, examples, and factual information. In conclusion, it is important to address the key points discussed in this paper. The students draw conclusions that pertain to the debate presented in the material, while highlighting the significance of engaging in discussions within the content. This serves to encourage readers to cultivate an educational approach characterised by *adab*, as illustrated in the story. The process of writing, as outlined by Norris (2016), has several steps. According to Norris, a well-written piece often begins with an introduction, followed by the main content, and concludes with a final section.

4. CONCLUSION

Based on the findings, the conclusion can be drawn that there were differences in students' ability to write opinion essays through process writing between using stories based on *adab* education and without using stories. Implementing process writing and *adab* education-based stories on students' opinion essay writing skills gave a two-point higher score than implementing process writing without stories. However, applying process writing and *adab* education-based stories did not significantly affect students' skills in writing opinion essays. In other words, writing processes with *adab* education-based stories and without stories were equally good in increasing students' opinion essay writing skills. The steps to apply process writing and *adab* education-based stories were: prepare a story based on *adab* education, students read the story and identify the *adab* found in the story, determine the topic related to one of the *adab* education recognized in the story, write an introduction, content, and conclusion. This study is still limited to writing opinion essays and limited in the number of students as samples. Further research could integrate with other stories from different sources, with more students using different research methods and designs, such as Classroom Action Research (CAR). The suggestions address the writing teachers who wish to use stories based on *adab* education in their language classroom, particularly in the writing class. Overall, *adab* education-based stories and process writing methods could increase students' essay scores and quality.

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