

A DAILY ACTIVITY BOOK AS A STRATEGY OF LEARNING ENGLISH FOR ESP LEARNERS

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Submission date: 24-Jul-2023 09:31AM (UTC+0700)

Submission ID: 2135744538

File name: A_Daily_Activity.pdf (368.85K)

Word count: 5479

Character count: 28494

A DAILY ACTIVITY BOOK AS A STRATEGY OF LEARNING ENGLISH FOR ESP LEARNERS TO IMPROVE WRITING SKILL

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Abstract: *Teaching English for ESP Learners needs more strategies to improve their skill in English. Writing skill as one of skill in English, sometimes the students lack the confidence to pour their ideas into paper streaks. It needs a fun method for ESP Learners, so they are more interested in learning English than they have been considered difficult and boring. There are many steps to writing text, that is, when students have unwritten ideas and want to convey them in written text in the form of ideas and opinions, it is advisable to start sentences with simple patterns by describing stories and essays. No need to think about Spelling, vocabulary, grammar, and organization, because all of these points will flow by themselves along with the expertise and fluency, and proficiency of students in writing. Here, the researcher uses writing daily activity books to improve young learners' writing skills. The researcher believes that this technique can help young learners to explore their writing skills to explore their idea and feelings in the daily story. Moreover, in the daily activity book, the students can give the picture as they want. This strategy is considered to be effective and funnier because indirectly ESP Learners can learn to write better. ESP learners can find out how to write the right techniques. The researcher uses qualitative experimental research for ESP learners, especially for accounting economic students of UIM Pamekasan, to conduct this research. From the findings, a discussion has resulted in the score of the standard deviation for the experimental group being 5,140, and 6,703 is the standard deviation for the control group. Here, can be summed up that using a daily activity book can improve the students' writing skills.*

Keywords: *Daily activity book, ESP learners, writing skill*

Abstrak: Mengajar Bahasa Inggris untuk peserta didik ESP membutuhkan lebih banyak strategi dalam meningkatkan keterampilan mereka berbahasa Inggris. Keterampilan menulis sebagai salah satu keterampilan dalam bahasa Inggris, yang terkadang siswa kurang percaya diri untuk menuangkan ide-ide mereka ke dalam coretan kertas. Dibutuhkan metode yang menyenangkan untuk Peserta didik ESP, sehingga mereka lebih tertarik untuk belajar bahasa Inggris yang mereka anggap sulit dan membosankan. Peneliti menggunakan menulis buku aktivitas harian untuk meningkatkan keterampilan menulis peserta didik ESP. Peneliti percaya bahwa teknik ini dapat membantu peserta didik ESP dalam meningkatkan keterampilan menulisnya untuk mengeksplorasi ide dan perasaan mereka dalam cerita sehari-hari. Terlebih lagi, dalam buku kegiatan sehari-hari siswa dapat memberikan gambar sesuai keinginan mereka. Strategi ini dianggap efektif dan menarik karena secara tidak langsung peserta didik ESP dapat belajar menulis lebih baik dengan teknik yang benar. Peneliti menggunakan penelitian eksperimental kualitatif untuk peserta didik ESP, dengan subjek penelitian adalah mahasiswa ekonomi akuntansi UIM Pamekasan. Dari pembahasan temuan menghasilkan skor standar deviasi untuk kelompok eksperimen adalah 5.140 dan 6.703 adalah standar deviasi untuk kelompok kontrol. Di sini, dapat disimpulkan bahwa menggunakan strategi buku aktivitas harian dapat meningkatkan keterampilan menulis siswa.

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Kata Kunci : *Catatan harian, pelajar ESP, keterampilan menulis*

Diterima: 22 Mei 2019

Disetujui: 10 Juni 2019

Diterbitkan: 30 Juni 2019

DOI : <https://doi.org/10.31102/wacanadidaktika.7.01.31-45>

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How to cited:

Hidayah, L. W., & Ardila, R. (2019). *A Daily Activity Book As A Strategy Of Learning English For Esp Learners To Improve Writing Skill*. *Wacana Didaktika*, 7(01), 31-45. <https://doi.org/10.31102/wacanadidaktika.7.01.31-45>

INTRODUCTION

English is one of the foreign languages in Indonesia that can be an International language. Actually, English is not important but needed, because Indonesian almost uses English writing indirectly. English is the second language after mother language. In Indonesia Education, English is one of subject materials, and also being a national-tested subject. English is being creepy and scary subject for student, because the students are not accustomed to use foreign language. The big factors are the students not confident to explore the students' ideas and feeling because the students have lackness of vocabularies. Need more strategies to decrease the problems. Writing daily activity book is one of the best strategies to reduce the students' mistrust in learning English. The students can explore ideas or feelings everyday in a book; the students also give the picture to make the daily book more fun. This activity is namely writing skill.

In mastering writing, even in the highest level of education, the students still find many difficulties. Sometimes

before, they think about where ideas can be obtained, and how to develop them into neatly arranged sentences in accordance with the expected pattern scheme. actually one of the causes of lack of enthusiasm in writing something is a lack of ideas or knowledge in a particular field that will be discussed by the author.. Ningrum, Rita, & Hastini, (2013) states that writing is a complex skill to learn and to teach, as it necessitates the acquisition of many other skills.

One of the biggest difficulties for teachers in class is that students do not want to write, because they do not believe in writing something and lack moral support to write it through the heart so that they can enjoy it in every process to form a well -composed writing. one of our weaknesses is the lack of writing in daily activities. and writing daily activities that occur in everyday life with correct spelling.

Writing, like all aspects of other languages, is one form of communicative ability of a person speaking which must be written in letters and texts that become beautiful verses arranged in words that can be understood by the reader (Hongqin,

2015). In everyday life, we usually write only limited urgent needs such as e-mail, notes, official letters, reports, assignments, essays or even write on social media accounts which of course do not pay attention to the correct and structured spelling rules. The purpose of writing is to develop communicative ideas and of course interesting target readers. Ironically, in English class, writing often lacks communicative goals so students often feel embarrassed and not enthusiastic about conveying ideas and opinions into the text structure, so there is a need for tips to minimize those weaknesses that can make students more enthusiastic in writing.

As for the early stages of learning to write, ask them to arrange the randomized letters beforehand, into the vocabulary ordered by the teacher, for example composing their idol names, family names, historic place names and so on. However, writing can be one of the sensory activities of students in conveying things more regularly. By their nature, writing is often an individual activity that involves willingness and can drain their mind and time. very difficult

indeed to follow the words into text that is compiled with the correct pattern and spelling, especially for beginner students who are asked to write in a foreign language. However, writing in any language can be very pleasant, provided the student can know the grooves and techniques that we can understand in line with the thoughts of the ideas contained.

The age stage is very influential and has an important role in what we can convey and explain to them. Beginner classes are different from adolescent classes in conveying the terms they catch, language competence is emphasized and delivered, and cognitive skills are developed. As for grouping students based on characteristics, namely:

- Students need more intensives attentions,
- Students have very boring thoughts and interfere with their enjoyment in playing
- Students usually have knowledge of surrounding life that is technology-oriented for example relying on knowledge through the internet

- Students are enthusiastic about working together in groups or with partners
- Students prefer to develop social, motorist skill and intellectual skills
- Although students still improve learning strategies that are more effective and focus more on developing more structured skills.

The students of the first semester of economic faculty at Madura Islamic University feel english is one of the scary subject material. Although the students of economic faculty are teenager, but the students include for young learner to learn english, because english is second language for them. when the students were asked to make some story, the students felt confuse and found difficulties. the reason why some students are lazy to write and feel insecure about their own work is the lack of ideas that they have to put into the order of the word lines into a text that is arranged and well-patterned with regard to vocabulary, grammar, and sentences that correspond pattern that matches the applicable tenses or grammar.

therefore, they feel frustrated when asked by a teacher or tutor to write something that is in their minds. not only that, they also felt that they were not good at writing, because they considered that they did not have the talent to write ideas. these problems often burden students to work in expressing ideas and thoughts contained in text patterns.

Based on the studycase above, the researcher found the technique which could encourage and motivate them in the writing problem, and also could increase the writing ability. Langan, (2012) states that writing is a skill, the more practice writing will be the better quality in writing techniques. So that the need for perseverance to practice in writing in accordance with the text of a good structure. That was why diary writing was helpful to build the students' positive response and interest in learning English because they assumed to write freely without any pressure and a lot of fun in it. The researcher assumed that diary writing could be the way to solve the students' problem in writing. By applying it, the students could feel free to express

their ideas, feelings, or all the activities and daily events that they go through in they pour into the text. Besides, it could improve their vocabulary and control their grammar and their mechanics of writing. Therefore, they could master English better.

Writing can help consolidate learning and with daily activity books, students can choose to focus on talking about their daily activities without shame so they can exploit what they have done all their time. In addition, books on daily activities can provide a link between accuracy and fluency when they write thoughts that they can put in the style of English that are spoken and contained in the daily activities book.

From the study case above, the researcher focuses on the statement problem, the research problem can be described as follows:

How can daily activity book improve writing skill for the first semester of economic faculty as ESP learner?

The objective of the research can be described as follow,

To find out the use of daily activity book can improve writing

skill for the first semester of economic faculty as ESP learner.

METHOD

Research Design

The research method is a systematic and structured sequence that uses certain methods to prove the research theory made. The research design used by researchers is descriptive qualitative research. (Gay & Airasian, 2000) revealed that descriptive qualitative research could determine and clarify the problems described above. In this problem, the qualitative descriptive research that the researchers was used to analyze the writing skills of first semester students in accounting economics in writing daily activity books as one of the strategies to improve writing skills in learning English.

Technique of Collecting Data

This research will conduct on first semester students majoring in accounting economics at Madura Islamic University Pamekasan, which consisted of 35 students. They were asked to make and share their daily activities in the daily activity book that had been prepared beforehand.

The researcher asked students to pay attention to the grammar he would write using the appropriate tenses, which they had obtained an explanation of the tenses in the previous meeting.

Technique of Analyzing Data

This research has a purpose for knowing students' skills in writing descriptive, in the form of telling or describing their daily activities in a daily activity book. In analyzing the work of students, researchers need an assessment rubric in terms of writing skills to determine the assessment score for each individual student.

FINDING AND DISCUSSION

Writing is one of the language skills besides reading, speaking and vocabulary. writing is a productive skill that requires a lot of practice to facilitate writing skills, this is like speaking skills that require continuous practice (Harmer, 2007). when a person has been involved in language activities he is required to learn both written and unwritten languages, as well as students who want to facilitate foreign languages, they are asked to enrich and learn the structure of

language. This was revealed by Eric Lenneberg (quoted in Brown, 2001) on the grounds that every process someone learns needs to have someone's role to help naturally and in accordance with the rules relating to that process. In addition, for most people, especially for students, writing is one of the skills that is felt very frightening because of the lack of self-confidence expressing opinions in a beautiful language sequence (Richard & Renandya, 2002), writing as a process of ideas released from one's mind into the arrangement of words and paragraphs into beautiful text that can be accepted by the reader later (Brown, 2001).

Writing is actually a combination of the process of writing skills contained in the results of ideas or thoughts that exist in the author (Harmer, 2001 & 2007, and Brown, 2001). Writing is a result of writer's idea that the author's ideas contained in a piece of paper with beautiful stanzas, contained in opinions, journals, reports, essays, and all forms of written records both fiction and non-fiction are the product forms of the author's ideas channeled through

perfect words and verses (Brown, 2001). It means, the writer has to pay attention to the following writing matters that are should a) meet certain standards in written and improved English writing, (b) using accurate but simple grammar that can be understood by the reader, and (c) structured according to the readers' thinking. In otherhand, the final response of a person's writing work is located in the style of the writing process and in accordance with the language structure (Harmer, 2007).

Sometimes, writing is a process of putting ideas and is a form of idea contained in writing so that it can clarify the meaning of one's thoughts. In writing form, inside a message of the communication in the written form that can be clarified through non-verbal language more touched into the words contained by the author namely body movements, body gestures, body language or facial expressions so that readers can feel and as if they are in the flow of the writing. an article that has been described above that must pay attention to the structure of the language and use the correct selection of diction so that the creation of words

into beautiful paragraphs or essays (Oshima & Hogue, 1999) (Adapted from Ersöz, 2007). Teaching English to young students. Ankara: Publishing EDM) below are seven points that can help students in writing skills so that they can enjoy how to write beautifully, that is. 1. The author must be creative, he must find what ideas they will pour into a paper and collaborate with the word order, so that they can enjoy and no longer stiff in writing.

2. Peer writing This is one of the activities that students like in writing skills, because the student can ask other students to work a pair together. The students have to know how to use all of tenses forms to tell stories to other friends.

3. Daily journal and storytelling. Daily journals are very helpful for writing students. As suggestion, the students use web tools called Edmodo platforms, and students can use paper and pencils that they have poured on paper. No need to blame bluntly on the lack of writing, it should be a teacher or lecturer to encourage students to look for mistakes they have written. Most students can give

the respond positive, and are now much more enjoyable for expressing their arguments that contained in their writing. The diary journal posted by students in Edmodo can only be seen by the teacher, not other students, so that it is more privacy and more confident towards the students' mentality in learning language development. Students can make a final conclusion to the story. In the classroom the teacher who is collaborate with researcher have to check the assignment of the student. Next was asking students to retell the real story or to take the text that had been prepared beforehand.

4. Cooperative writing. The student can choose song, video, or animation that they like. Writing can be done cooperatively in class, and after that, students can also edit the work at their home. so that students feel interested and enthusiastic because they are given an active role in cooperating so that they will arise a deeper sense of confidence.

5. Using word cloud, songs and poetry. One of the songs or poetry that the researcher used recently is looking for the song that is currently popular

and students are asked to rewrite what has been sung in the song. so students are indirectly hypnotized that they actually learn to write but in a way they like and they certainly enjoy.

6. Idol artist. Another fun technique is to get students to bring pictures or photos of their idols and then they are asked to describe what they have written in their idol artists they know or they know so far.

7. Book project. This allows students to make, create and share their daily activity book completed with a photo or picture that they like and writing text according to the caption that matches the photos to share. This is a task that must be done at home because it may take a long time for them to share stories and share more broadly and deeply, and students want in their books.

Besides, writing skill has the process into three steps that are pre-writing, writing, and re-writing (Mc Donald & Mc Donald, 2002). Pre-writing is the first step to start of writing process, that include design ideas and developing ideas. The second steps, Writing is the steps which is putting the ideas on paper

into words. And the last, re-writing, is process to check the result of writing.

Start from the first element of writing stage is planning stage. Here, planning stage is thing of what are comes on the writer's mind or idea what he is going to stay or write. After the planning stage, direct to the second stage is drafting. In this step, the writer has to focus on the fluency of writing style that are not preoccupied with grammatical correctly. Writer can refers to the sum of references as the first draft that may have several changes later. After drafting stage, the writer has to reflect or revise the writing. Revising or reflecting is a process through the stages of the process of reading what the author has written. the writer must check again by rereading the results of his own work whether the writing works can be understood by the reader, also have the meaning of the text what are message include. For the last stage is editing. Here, in the last step, the writer has to edit and make revision the writing style to their draft into the

final version and be better text that can be understood for the readers.

Here, the first semester of economic faculty as young learner consider that writing skill using English is so terrify because the students are not confident to write down the students' ideas, feels, and though into words on paper. The researcher has a fun technique to reduce of the problem. The researcher uses of daily activity book to improve students' writing skill. the students as a ESP Learners were asked to write up the daily activity on a paper start from the students wake up until make a dream.

In a daily activity book, the students can write up their real story that happens every day. The students can also pour their hearts, so that the students put all their thoughts into a writing form that using English language. Moreover, in a daily book inside the time, activity, and explanation, that can be described below:

Table 1. Daily Activity Book

Day and date	Time	Activity	Describing of your feeling	Picture or emoticon

Writing a daily activity book is almost same with writing a diary, the differences is using table to write the students' activity, if diary book write in description story. In a daily activity book, the students have learned English and try to arrange one vocabulary with other vocabularies into good paragraph. The students feel more enjoy in learning English through writing a daily book activity.

The students have to write the daily activity book for a month. The student tries to write using English language more better everyday. Not only that, the students also can give the picture or emoticon what the students want, and use the rainbow pens, it makes more fun and enjoyable for the students.

Here, the use of the technique of writing daily activities books can train students' motor skills and train students in writing especially in English. they indirectly learn to tell stories that they pour on a piece of paper, of course using foreign languages (English) which have been a fear and distrust of themselves in learning English.

There are some tips to encourage the students to writewell structured:

- Make meaningful writing. Beginner students can express story ideas that they like so they can enjoy the storyline they make it self and they certainly like so that there is no burden in writing.
- letting students express whatever writing they like without any coercion or pressure in developing their imagination.
- Ask students about their lives and experiences or ask them to work outside the classroom to find creative ideas. So students can enthusiastically write the story.
- Involve young writers in short bursts of writing. For children under the age of eight or nine years, it is very tiring to hold a pencil or a piece of chalk, form letters, and stay focused on the message to be communicated. Writing often, for short periods, is more effective than trying to write for a long period of time.
- ask them to write and make journals or diaries of their daily activities. Writing is one way to arrange thoughts. this can represent the opportunity to write in the freest way.

• Give an opportunity to revise what they have written. this is very important to encourage students to be more free in expressing an idea that they must pour into the words that make a good paragraph by paying attention to the language order, and topics that they can master as well as possible and be more straightforward in exploiting their ideas poured out in words according to their age.

• give high praise and enthusiasm to them that their writing is good and provide motivation to further develop more competent writing methods.

The researcher categorized the problems case study on the criteria of writing scoring that proposed (Brown, 2003). Those are about content, vocabulary, organization, grammar or language use, and mechanics belows:

Table 2. Witing Scoring Guidance

Categories	Score	Criteria
Content	27-30	Very good to excellent Knowledgeable-suitantive-trough development of topic sentence - relevnt to the assigned topic.
	22-26	Average to good Some knowledge of subjct – edaqete range, lmiied development of topic sentence- mostly relevant the topict sentence but lack details.
	17-12	Fair to poor Limited knowledge of subject, edequete range, title substance, inadequate development of topic.
	13-16	Very poor Does not show knowledge of subject, non-substantive, not pertinet, or not enough to evaluate
Organization	18-20	Excellent to very good Fluent expression, ideas clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	14-17	Good to average Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	10-13	Fair to poor Non-fluent, ideas confusedor disconnected, lack logical sequencing and development.
	7-9	Very poor Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent to very good Exact word, effective word/ idiom, choice, but meaning not obscured.
	14-17	Good to average

Categories	Score	Criteria
	10-13	Adequate range, occasional errors of words, idiom form choice, usage meaning confused, or obscured. Fair to poor
	7-9	Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured. Very poor
Language use/ grammar	22-25	Excellent to very good. Effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns and prepositions.
	18-21	Good to average Effective but simple construction, minor problems in complex construction, severe errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	11-17	Fair to good Major problem in simple/ complex construction, frequent errors of negation, agreement, tense, and / or, number, word order/ function, articles, pronouns, preposition, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured.
	5-10	Very poor Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization, writing sentences.
	4	Good to average Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	Very poor No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

After the researcher got the scores of writing from the students, then the researcher classified them into the guidance scores that proposed by Harris as cited also in (Serra, 2014). Here the results score of the pre-test and post-test from the students belows:

Table 3. The pre-test result of control and experimental group

No	Score	Grade	Number of Students	
			Control	experimental
1.	91-100	excellent	0	0
2.	81-90	very good	0	0
3.	71-80	Good	2	1
4.	61-70	Fair	6	2
5.	51-60	Poor	9	18
6.	0-50	very poor	7	6
Total			24	27

Table 4. The post-test result of control and experimental group

No	Score	Grade	Number of Students	
			Control	experimental
1.	91-100	excellent	0	0
2.	81-90	very good	2	11
3.	71-80	good	12	15
4.	61-70	fair	12	2
5.	51-60	poor	0	0
6.	0-50	very poor	0	0
Total			26	28

The reseacher finds out the result score between pre-test and post-test as experimental class and for control class use pre-test and post-test. Here can be seen in the following table:

Table 5. Independent Sample t – test between pre-test in control and experimental group

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	24	57.2917	8.20646	1.67514
	Experimental	25	57.6000	7.51665	1.50333

It has been explained above that the average is 57. 60 is the average score of the experimental class for the pre-test score while 57.29 is the average score of the control class for the pretest. While for the standard deviation for the experimental class is 7,517 and the standard deviation for the control class is 8,206, so the

reseacher can sum up from the results above it can be proven that the standard deviation is closed by an average because the results are positive.

Any more, here there are the comparison of post-test result in experimental and control groups can be seen in the following table belows:

Table 6. the comparison of post-test result in experimental and control groups

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	24	74.1667	6.70280	1.36820
	Experimental	25	79.2000	5.13971	1.02794

From table of explanation the above, the researcher can find out the results of the research which showed that 79.20 was the score for the average experimental group and the average score of the control group in the post-test was 74.17. so, the standard deviation for the experimental group is 5.140 and 6.703 is the standard deviation for the control group. in this case it can be concluded that the standard deviation is close to the average because the results are positive.

CONCLUSION

Writing is one of skill to learn more about language to communicate. There many stage in writing that are pre-writing, writing, and re-writing. Moreover, there are several elements of writing that are planning, drafting and revising to completed be good writing. There are many techniques to improve skill in writing ability. One of them techniques is tried to write daily activity in a book that use English

language. In daily activity book, the student can explore the daily and habitual story every day. Indirectly the students have practiced writing English but using fun methods.

From the result of data, can be seen that the method of daily activity in writing skill can improve the students' skill and the students more enjoy to write in english subject.

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