

## The Implementation of the Consciousness-Raising (C-R) Method in Improving EFL Students' Writing Skills

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**Abstract.** *The purpose of this study was to determine the extent to which the Consciousness-Raising (C-R) method improves students' writing skills and to identify the factors that influence the improvement process. The study was conducted with third-semester students in the English Department, consisting of 16 students. The research design was Classroom Action Research (CAR) and was carried out in three cycles over a period of 12 weeks, with four meetings including one test in each cycle. The cycles comprised of planning, action, observation, and reflection. Qualitative data was obtained through observation, field notes, and interviews, while quantitative data was obtained from students' writing tests. The results of this study showed improvement in the students' writing skills, as demonstrated by the teaching and learning activities throughout each cycle and the increasing scores of the students' writing tests, which went from 65.45 in cycle 1 to 77.63 in cycle 2 and 88.22 in cycle 3. The decrease in errors in each test cycle also supported this improvement. The observation and field notes indicated that the C-R method increased students' attention and awareness, resulting in more focus and engagement in the learning process. The factors that influenced the improvement of students' writing skills were motivation, the role of the instructor, classroom environment, materials, and media. The C-R method was found to be effective in improving students' writing skills and resolving writing problems. The researcher therefore recommends the use of this method, taking into consideration the supporting factors.*

**Keywords:** *Classroom Action Research, Consciousness-Raising (C-R) Method, Writing Skills*

### INTRODUCTION

English is comprised of four fundamental skills, namely, listening, speaking, writing, and reading. Writing is a crucial skill that students should learn (Burns & Siegel, 2017). By writing, students can effectively express their ideas, opinions, feelings, and emotions (Liu, 2020). Furthermore, writing can help students determine whether what they have heard and said is grammatically correct or not (Ranta, 2010). Therefore, writing plays an important role in assessing and bolstering students' English proficiency.

Writing is an essential skill in English, as it serves as a means of connecting people and promoting effective communication between writers and readers (Huy, 2015). According to Çerçi (2016), writing holds a significant place in human life as one of the four fundamental English skills. To produce clear and concise writing of feelings, thoughts, and information, the development of various mental capabilities is necessary (Lu, et al., 2020). Writing also provides students with a means of expressing their ideas and arguments about specific information and communicating with others in written form. Therefore, teachers should give appropriate attention to teaching writing based on students' needs, abilities, and capacities, as writing can demonstrate their development and proficiency in English skills.

Although writing is an essential skill, it is not easy to master. Differences between learners' native languages and English as a second language can make writing difficult to learn. According to Husna (2017), mastering multiple English language skills and navigating differences in rules between one's native language and English can make writing the most challenging skill to acquire. Rass (2001) notes that writing involves content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics, making it a complex task for both native and non-native speakers. Furthermore, Maxwell & Meiser (2011) mention that there are numerous variations in writing features, which further complicates the skill. In essence, non-native students may encounter difficulties in producing writing products, and as such, they must pay attention to writing aspects and rules to improve their writing skills.

Based on research conducted on third-semester English Department students at a university in Jambi, Indonesia, some problems were identified in writing subjects. The study involved interviews with both students and lecturers who taught writing classes, as well as an analysis of students' writing products. The researcher confirmed the problems identified in the interviews after examining the writing products, which were obtained before the study. The students' writing products showed that their writing abilities were low, as evidenced by numerous errors in their writing. These errors included punctuation, capitalization, spelling, vocabulary, meaning, tense, and pronoun usage, as well as other grammatical aspects. The researcher identified several factors that contributed to these errors, including students' lack of knowledge about writing rules, lack of effort in finding and applying the correct rules, and disregard for writing steps such as planning, drafting, reviewing, and editing. These factors resulted in poor quality final writing products.

Based on the aforementioned problems, the researcher conducted a study aimed at resolving writing difficulties by employing the Consciousness-Raising (C-R) method. The method was chosen with the hope of improving students' writing proficiency, as Rutherford (2014) suggests that C-R is intended to make learners aware of the significant aspects of authentic discourse. Furthermore, Richards and Schmidt (2013) propose that C-R is an approach for teaching grammar and raising students' awareness of grammatical features through drills, grammar explanations, and other form-focused activities. Moreover, Fa'iezah (2017) outlines the steps involved in the C-R method, which include analyzing, comparing, reflecting, comprehending, and writing. By following these steps and the principles of the C-R method, the researcher aimed to assist students in resolving their writing difficulties without using coercion.

In addition, Idek, Fong, & Sidhu (2013) argue that Consciousness-Raising (C-R) method involves raising learners' awareness of the target language form, which is an essential and preliminary stage of learning. Furthermore, O'Brien (2015) defines C-R as a way of drawing students' attention to the structural regularities of the language, with the aim of developing an awareness of patterns and systems in the language. This enables the learner to become conscious of various aspects of the language and improve their proficiency in writing.

Therefore, by utilizing the C-R method, the researcher intended to assist students in becoming more conscious of the essential features of writing and improve their proficiency in the language. This method encourages students to actively analyze, compare, reflect, comprehend and write, which helps them to develop a better understanding of the

language's structural regularities and patterns. This, in turn, can enable students to become more confident in their writing abilities and address their writing difficulties more effectively.

Furthermore, the C-R method aims to improve students' English skills by guiding them to focus on the essential linguistic elements in English, step by step. O'Brien (2015) suggests that this method involves three key aspects: awareness, intention, and knowledge. In the context of writing, the C-R method helps students to develop basic language skills, which are essential for effective writing. The steps involved in the C-R method can be implemented in an EFL (English as a Foreign Language) setting, and can be helpful for both lecturers and students in the teaching and learning process. Thus, in the context of the writing skills studied in this research, the C-R method can be a valuable tool for improving or developing students' writing skills. Writing skills encompass various aspects and rules that should be considered while writing, and the C-R method can assist students in becoming more conscious of these essential aspects. By using this method, students can develop their writing skills in a systematic and effective manner, leading to improved writing proficiency.

Several researchers have reported the effectiveness of the C-R method in improving students' writing and language skills. For instance, Fa'iezah (2017) found that the C-R method was appropriate for beginner students in improving their English writing skills. Khotimah (2013) also found that using practice and the C-R method was effective in teaching the simple present tense to tenth-grade students. Idek, Fong, and Sidhu (2013) conducted research that showed learners had moderate perceptions of the effect of tasks in increasing their knowledge, understanding, and application of the target form. Students generally had moderate perceptions towards all the skill, motivation, and effectiveness. In the research conducted by Djwandono (2011), eleventh-grade students taking a business correspondence course were exposed to the C-R method. The study used experimental research and collected data through observation and testing. The results showed that the C-R method assisted learners in learning some of the linguistic features.

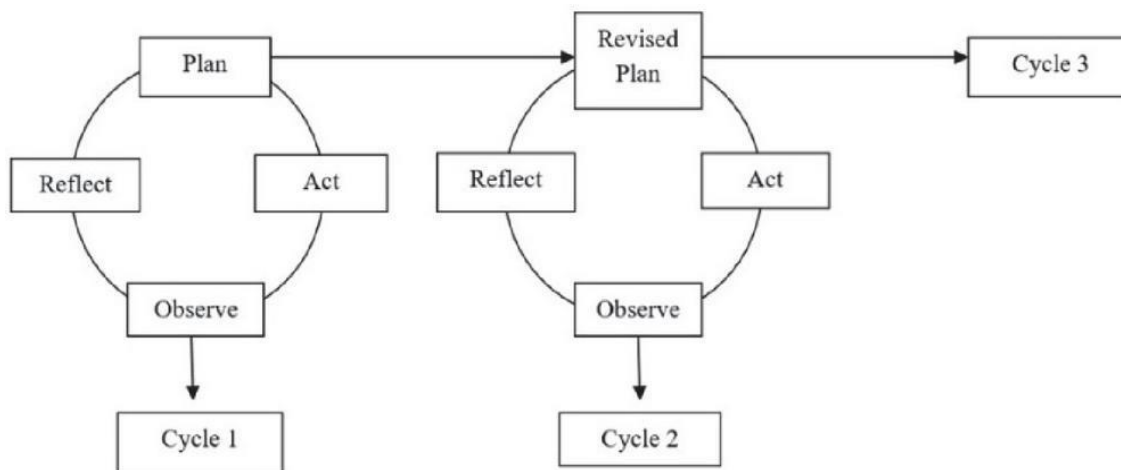
Iskandar (2015) also conducted research on the effectiveness of the C-R method in improving students' grammatical competence. The study found that students who were taught using grammar consciousness-raising activities showed significant improvement in their grammatical competence. Additionally, the students were highly motivated in learning grammar, which further enhanced their grammatical competence. Overall, the C-R method has been shown to be an effective tool in improving students' writing and language skills, and several studies have supported its effectiveness in various contexts.

In this study, the researcher aimed to fill a gap in the existing research on C-R method by examining its effectiveness in improving the writing skills of university students in the third semester of an English Department in Jambi, Indonesia. The study also aimed to identify the factors that influenced the improvement of the students' writing skill through the use of C-R method. By doing so, the research could provide valuable insights into the use of C-R method for improving writing skills, specifically in an academic context.

It is worth noting that while previous research has shown the effectiveness of C-R method in improving language proficiency, the specific context and target learners in this study differ from those in the previous studies. Thus, the findings of this study could contribute to a more comprehensive understanding of the effectiveness of C-R method in improving writing skills among university students in Indonesia.

## METHOD

In this research, the Classroom Action Research (CAR) design was utilized. According to Gay and Airasian (2000), CAR is a type of research that is conducted in the classroom by taking action to improve the quality of the teaching and learning process, with the aim of achieving better results than before. It involves systematic collection and improvement of procedures for enhancing the educational setting, teaching, and learning of students. In this study, CAR was conducted during the learning process of the third semester of an English Department in Jambi, Indonesia. The research was carried out in cycles, with each cycle comprising four meetings. Each cycle consisted of four steps: planning, action, observation, and reflection. The cycling process is illustrated in Figure 1.



**Figure 1. Cycling Process of Classroom Action Research based on Gay & Airasian (2000)**

The planning step involved preparing for the upcoming learning activities, including determining the topic to be covered, selecting appropriate materials, and developing a lesson plan. The action step was the actual implementation of the lesson plan, which included delivering the materials and conducting the learning activities in the classroom. The observation step involved the researcher observing the students during the learning process, taking notes on their behaviors and interactions, and recording any significant events or occurrences. Finally, the reflection step involved reviewing the data collected, analyzing the results, and reflecting on the effectiveness of the lesson plan and learning activities.

The instruments used in this research included a test, an observational sheet, a field note, and an interview. The researcher used these instruments to obtain qualitative data, which included field notes, observations, and interviews. Field notes were taken during each meeting, while the interviews were conducted at the end of each cycle after administering the test. The observational sheet and field notes provided descriptions of the students and the researcher during the learning process. The main difference between the two instruments was that the observation sheet had predetermined lists, while the field note sheet contained additional information about other important things that happened in the class. Furthermore, the researcher conducted an interview to obtain subjective views from the students about the learning process. An interview guideline was used, and a semi-structured interview format was employed.

To collect quantitative data, the researcher administered a writing test in which students were asked to produce a paragraph. This test was given at the end of each cycle, or the fourth meeting, to assess the students' writing skills and identify any errors in their writing products. The types of paragraphs varied in each cycle to ensure a diverse range of topics were covered. Students were provided with a test sheet that contained their name, class, and directions from the researcher. They were then required to write a paragraph in English based on a topic or guide provided by the researcher. The results of the reliability of the test using Fleiss' Kappa formula showed a reliability coefficient of 0.67, indicating substantial agreement and suggesting that the test was reliable.

Furthermore, in analyzing the data of this research, the researcher employed both qualitative and quantitative data analysis techniques. Qualitative data analysis was used to analyze the results of the observations, field notes, and interviews, while quantitative data analysis was used to analyze the students' test results and to calculate the errors to support the findings.

According to Gay & Airasian (2000), qualitative data analysis is based on field notes and interviews. The researcher followed a few steps to analyze the field note and interview data. Firstly, the researcher managed the data to improve or analyze the research problem in the field. Next, the researcher read and memorized the data to understand and analyze it, ensuring that the data was valid. The third step involved describing the research findings by presenting the data found in the field, along with additional explanations for the research results. Lastly, the researcher interpreted the results of the research by providing explanations about the test results in the final project to help readers better understand the research.

In quantitative data analysis, the researcher provided the writing products to inter-raters to assess and score. Before assigning scores, the inter-raters used the writing rubrics provided by the researcher. The rubrics were used to obtain specific scores for the students' writing products. This was important because using more specific rubrics could lead to more accurate and reliable scoring results. Furthermore, the rubrics used in this study were tailored to the types of paragraphs that the students wrote. This ensured that the rubrics were appropriate and relevant for the specific writing tasks being assessed. By using rubrics in the quantitative analysis of the data, the researcher was able to objectively and systematically evaluate the students' writing products and provide meaningful results.

## **FINDINGS**

### **The Improvement of EFL Students' Writing Skills**

The research procedure involved several cycles, with each cycle consisting of four steps: planning, action, observation, and reflection. Each cycle was carried out over four meetings, with each meeting lasting approximately 100 minutes. The topics covered in each meeting are outlined in Table 1.

**Table 1. The Topic of Each Meetings**

Cycles	Number of Meeting	Topics
I	1	Reporting what happened
	2	Reporting someone said
	3	Describing Things
	4	Test
II	5	Describing Places
	6	Describing People
	7	Comparing Paragraph
	8	Test
II	9	Contarsting Paragraph
	10	Cause and effect Parafraph
	11	Argumentative Paragraph
	12	Test

*The Learning Activities in Cycle I*

During the planning step, the researcher analyzed the curriculum used in the third semester of the English Department and arranged lesson plans accordingly. Additionally, the researcher prepared observation and field note sheets for the collaborator to use during the observation process.

During the action step, the researcher began by explaining the method applied and then asked students to open their books before launching into a general explanation of reporting paragraphs, including their definition, types, functions, purposes, and language features. However, the students did not appear interested or focused on the material, and many complained about various aspects, including the length of the material and the use of English language.

After finishing the explanation, the researcher asked two students to read an example of a report paragraph while the rest of the students paid attention. The researcher then asked the students to compare the paragraphs and provide their opinions related to the previous explanation. However, the students remained unresponsive, and most of them appeared bored. Despite this, the researcher attempted to engage the students by asking questions and encouraging curiosity.

In the observation step, the English lecturer collaborated with the researcher to observe the teaching and learning activities during the first cycle of four meetings. The observation aimed to determine the effectiveness of implementing the C-R method in improving students' writing skills. The observations revealed that although some students were focused and engaged, many were still confused and had low interest in the lesson.

In the reflection step, the researcher analyzed the activities during cycle I and concluded that there were some flaws in the teaching process. Some students were not interested or engaged, while others were confused and provided feedback about the use of English language. Additionally, the researcher felt nervous and did not fully master the material or consider the overall class conditions, which led to stiffness while explaining the material. Overall, there is room for improvement in the teaching approach and communication with the students to enhance engagement and understanding.

### *The Learning Activities in Cycle II*

During the planning phase, the researcher made some revisions to the plans for cycle II after completing the activities in cycle I. These revisions included rearranging the lesson plans for each meeting in cycle II, motivating students to improve their English writing skills, and evaluating students' activities in cycle I.

During the action phase, the researcher reviewed previous materials and checked the students' homework. The students were enthusiastic and active, working in pairs. The researcher asked the students to analyze their homework and correct errors by underlining them. The students compared their corrected homework with their previous writing products and corrected errors related to other writing products with the researcher's help. Students who did not understand something showed initiative and asked questions. The researcher gave feedback and encouraged students to ask questions. The researcher also used a good method to check the students' understanding and focus, and most of the students were brave enough to give their opinions and try to correct other students' errors. Some students even made notes for themselves to avoid repeating the same errors.

Furthermore, during the action phase, the researcher explained new material to the students. This material focused on describing people and two students read an example. The researcher helped students understand the definition, purpose, and language features of the paragraph, and explained the material well.

In the observation phase, the researcher observed the teaching and learning activity in cycle II to assess the influence of the C-R method in improving students' writing skills. From the observation, it was clear that the second cycle was better than the first. The students were more interested and focused during the learning process, which made the class more calm and relaxed, and helped the researcher transfer knowledge and material more easily. A group also added to the students' activeness.

During the reflection phase, the researcher concluded that all activities in cycle II were better than in the first cycle. Specifically, the students were more interested in the material, had better attention and focus, and were more active and brave during the learning process. The students also gave a better response during cycle II.

Additionally, the researcher felt more comfortable during cycle II than in the first cycle, had a better mastery of the material, provided better explanations, and handled the class more effectively. Overall, the second cycle was a success and provided valuable insights for future teaching and learning activities.

### *The Learning Activities in Cycle III*

In the planning phase, the researcher found that the writing skills of some students improved in Cycle II, but not all students. Therefore, the researcher decided to continue the research in Cycle III to ensure that most students improved their writing skills. In Cycle III, the researcher re-arranged the lesson plans, motivated the students to learn English, and evaluated the students' activities from Cycle II.

During the action step, the researcher began by checking students' homework and asking them about the previous material. Students were divided into pairs to compare and analyze their writing products. However, some students did not complete their homework, which may have affected their learning experience. The researcher then gave feedback on students' work and facilitated a discussion where students could build their understanding of

the material. Despite some students being distracted by questions about examinations, the researcher managed to maintain focus and keep the class engaged.

The researcher then introduced the next topic, a contrasting paragraph, and provided a clear explanation. Students were asked to read an example and discuss the definition, purpose, and language features of the paragraph. The researcher also showed an example of a comparing and contrasting paragraph, which was read by two students and discussed together. This meeting was relaxed and fun, and the researcher was able to create a positive learning environment where students felt comfortable asking questions and engaging in discussions.

In the observation phase, the researcher observed the teaching and learning activities in Cycle III and found that the implementation of the C-R method had a positive impact on students' writing skills. Although some students' motivation and focus decreased compared to the previous cycle, the students still participated well, and their writing product scores improved significantly.

Finally, in the reflection phase, the researcher concluded that while some aspects of the activities in Cycle III were not as good as in previous cycles, such as an increase in students' absences and some students wanting to end the subject quickly, there were also positive aspects, such as the students' understanding of the researcher's guidance, good communication, and the researcher's effective use of pictures in explaining the material.

#### *Students' Writing Scores*

The results of the qualitative data above demonstrate that the implementation of the C-R method in writing can effectively enhance students' writing skills. This was validated by the teaching and learning process, as well as the activities during the research. Additionally, the quantitative data also supports this improvement, as evidenced by the scores of students' writing in each cycle that showed improvement, as well as the decrease in errors. After analyzing all meetings, it is evident that there were improvements from cycle I to cycle III. The enhancements in students' writing ability can be seen in Table 2..

**Table 2. The Comparison the Average of the Students' Writing Scores**

No	Cycle	Mean
1.	Cycle I	65,45
2.	Cycle II	77,63
3.	Cycle III	88,22

In this research, the C-R method was utilized to improve students' writing ability. The first cycle resulted in an average score of 65.45. Although many students attended the class enthusiastically and paid attention to the lesson, some were still confused by the researcher's instructions, while others lost focus by engaging in social talk and criticizing their peers. The researcher continued to the second cycle, and the average score improved to 77.63. This demonstrated that the second cycle was better than the first cycle. The class condition was good, with most students showing more interest and better focus during the learning process. The class was more calm and relaxed, which allowed the researcher to convey the knowledge and materials easily. The group also added to the students' activeness.

Finally, in the third cycle, the students' average test score rose to 88.22, indicating an improvement from the first and second cycles. The researcher concluded that the C-R



method increased students' awareness, resulting in a substantial improvement in their writing skills. These findings were based on actions, observations, and reflections throughout the research.

Based on the results of the qualitative and quantitative data, it was found that the class ran effectively. The students' awareness increased, and they were also increasingly interested, focused, and attentive during the teaching-learning process. This was supported by the quantitative data, which showed improvements in the students' scores and a decrease in errors. Therefore, it can be concluded that the C-R method was effective in improving the students' writing skills.

### **The Factors Influenced the Improvement of Students' Writing Skills**

Additionally, the factors that contributed to the improvement were students' motivation, the role of teachers, classroom situations, materials, and media. These factors were obtained from observations, field notes, and interviews conducted over three cycles, each with four meetings that included testing sections.

#### *Students' Motivation*

Students' motivation was one of the factors that influenced the improvement of their writing skills, as observed through the results of the study's observations, field notes, and interviews. The students' motivation increased their interest in writing, led to more active participation, and helped them bravely follow all stages of the class. This was particularly evident between cycle I and cycle II. However, when students' motivation decreased, their focus, response, and activeness also decreased, as seen in the process between cycle II and cycle III.

According to the interviews, the students were motivated to improve their writing skills through the use of the C-R Method. The students focused on improving their paragraph writing skills and compared their errors with those made by other students. Additionally, they compared the linguistic features analyzed in the input with their own knowledge of Bahasa. After identifying their errors, the students reflected on them and received feedback from the teacher in front of the class. Next, the students proceeded to improve their comprehension by learning the right rules and gaining more knowledge about them. The researcher helped students with drilling or other techniques. The C-R Method changed the students' perspective on writing skills, and the students found the method interesting. They also planned to continue using the method to improve their writing skills.

#### *Teachers' Role*

The teacher's role was also a significant factor in influencing the improvement of the students' writing skills. The teacher applied the C-R Method effectively and revised the activities to enhance the learning experience. The teacher patiently guided students through all stages of the method until they became comfortable with the approach and the teacher. The teacher's role during the implementation of the C-R Method was not only to teach the students to be better at writing but also to teach them to apply the method in their writing independently. The teacher did not merely teach the students but also guided, controlled, and monitored the class, observed students during the process, and helped them. It is crucial for the teacher to be patient when dealing with the students during the process.

The interview results confirmed the researcher's role in influencing the students' writing skills. Additionally, the students believed that the researcher's guidance was essential in applying the C-R Method and improving their writing skills. They needed the researcher not only to explain the material but also to provide suggestions, feedback, and monitor the learning process.

#### *Classroom Situations*

The classroom situation was also a crucial factor that affected students' writing skills. If the classroom environment was enjoyable, students would be more relaxed, and the learning process would be more effective. According to the interviews conducted, the students felt comfortable and at ease during the class. This was evident throughout the three cycles of the study. The field notes also showed that the classroom situation improved from cycle I to cycle II. This positive change was attributed to the C-R Method, which allowed the teacher to establish a closer connection with the students and encouraged them to discover grammar rules by themselves. As a result, the students were able to learn and master the grammatical rules more easily and develop better grammatical competence in their target language.

#### *The Materials*

The teaching materials used during the writing class also played a significant role in improving students' writing skills. According to the interviews conducted, students were more engaged and attentive when the materials used in class were enjoyable and easy to understand. When the materials were related to their personal experiences or interests, the students were more likely to respond positively and actively participate in the teaching and learning process.

#### *Media*

The use of media was also a significant factor that influenced students' writing skills, as evidenced by the observation sheets, field notes, and interviews. The interviews revealed that when the researcher incorporated media, such as a whiteboard or pictures, during the explanation of the lesson, the students were more engaged, focused, and interested in the teaching and learning process.

## **DISCUSSION**

The improvement of students' writing skills was proved by applying the Consciousness-Raising (C-R) method. C-R method is the promotion of learners' awareness into the target form, which according to Idek, Fong, & Sidhu (2013), it is the earlier and essential stage of learning and O'Brien (2015) defines C-R draws students' attention becomes "structural regularities", it aims to develop an awareness of patterns and systems in the language, so the learner is made conscious of some aspect of the language.

The improvement of students' writing skills was demonstrated by implementing the Consciousness-Raising (C-R) method. C-R method involves promoting learners' awareness of the target form, which, according to Idek, Fong, & Sidhu (2013), is an early and essential stage of learning. O'Brien (2015) defines C-R as drawing students' attention to "structural

regularities" and developing their awareness of patterns and systems in the language, thus making them conscious of some aspects of the language.

The aim of the C-R method is to improve students' English skills by making them focus on important linguistic elements in English step by step. O'Brien (2015) defines in three things, those are as awareness, intention, and knowledge. In writing, this method provides students with basic skills in language elements. The steps in the C-R method can be used in EFL as a method that can help both teachers and students in the teaching and learning process. Therefore, with regards to the writing skills that were studied in this research, the C-R method can help in improving or developing students' writing skills that require attention to specific aspects or rules in writing.

In the first cycle, the students seemed disinterested and confused during the learning process, despite following the researcher's guide. The method used was challenging for the students, and they expressed their frustration to the researcher, becoming bored with the material. However, in the third meeting of the first cycle, there was a notable improvement in the students' engagement. The researcher appeared nervous and overly focused on the material in the first cycle, but did not have a good mastery of it. Additionally, the researcher's explanations lacked clarity and detail.

Moving to the second cycle, the students showed better attention compared to the first cycle. They displayed a greater interest in the class, became more confident in expressing their opinions, and demonstrated an improvement in their writing and questioning skills. Furthermore, the researcher seemed more at ease in front of the class, prepared more effectively, and demonstrated a better understanding of the material. As a result, the researcher was able to provide clearer and more detailed explanations.

In the third cycle, however, some students began to miss classes and inquire about exams and holiday schedules, while others struggled to stay focused throughout the meeting. Despite these issues, some students still showed engagement with the researcher's explanations. Communication between the researcher and students was better, and the researcher successfully utilized the method's stages. In addition, the researcher successfully incorporated pictures to make the material more engaging for the students.

It is worth noting that the implementation of the C-R method not only improved students' writing skills, but it also facilitated good communication and interaction between the researcher and the students (Ellis, 2002). The researcher was able to encourage and motivate the students to participate actively in the teaching and learning process, and as a result, the students were more enthusiastic and engaged in class. Additionally, the use of visual aids, such as pictures, helped the students to better comprehend the material being presented (Al Mamun, 2014).

The C-R (Consciousness-Raising) method is considered to be a highly effective teaching-learning technique, especially for improving writing skills (Fatemipour & Hemmati, 2015). This method helps students to increase their awareness and improve their writing skills step-by-step by considering different writing aspects and errors (Xu & Pan, 2011; O'Brien, 2015). According to Fa'iezah (2017), the C-R method is beneficial in guiding students towards gradual improvement in their English writing skills.

Ameri-Golestan & Nezakat-Alhossaini (2013) also confirmed that the C-R method is effective in making students aware of their writing and the errors that they may have made, leading to improved writing skills. The method emphasizes students' consciousness, making

them realize their writing mistakes and correct them independently after gaining the relevant knowledge (Naeini, 2008).

By using this method, students can identify their weaknesses and strengths in writing, leading to a more comprehensive understanding of the writing process. Moreover, the C-R method encourages students to take a more active role in their learning and helps them to develop their critical thinking skills. Overall, the C-R method is an effective tool for improving students' writing skills and enhancing their overall learning experience.

Furthermore, it was identified that various factors contributed to the improvement of students' writing skills, such as their motivation, the role of the teacher, the classroom environment, teaching materials, and instructional media. These factors were derived from observations, field notes, and interviews conducted during the three cycles, which included four meetings each, along with the test sections. The researcher found that student motivation played a crucial role in their ability to engage and focus during the learning process (de Barba, Kennedy, & Ainley, 2016). The teacher's role in facilitating learning and providing constructive feedback also played a significant role in promoting student improvement (Looney, 2011). In addition, the classroom environment, which was calm and relaxed in the later cycles, helped students to concentrate better (White, 2007). The instructional materials and media, such as handouts and video presentations, also contributed to the students' understanding and engagement with the content (Sankey, Birch, & Gardiner, 2011).

## **CONCLUSION**

The successful implementation of the Consciousness-Raising (C-R) method can be observed through the continuous improvement of the students' writing skills, as well as the increase in their scores and the decrease in errors. The improvement was apparent in each cycle of the method. This success is attributed to several factors that influence the students' writing skills when using the C-R method. Firstly, students' motivation is crucial in enhancing their writing skills, and the C-R method can be more effective when students have high motivation levels. Motivated students are more likely to be actively involved in the learning process and apply the C-R method successfully. Secondly, teachers' role is critical during the teaching and learning process. The teacher's guidance and presence are essential for the successful implementation of the C-R method. Teachers can provide valuable feedback to students, identify their strengths and weaknesses, and offer suggestions for improvement.

Thirdly, classroom situations play an essential role in enhancing students' focus and attention during the learning process. A conducive classroom environment can help students to be more engaged and active in the C-R method. Fourthly, the use of interesting and relevant materials can enhance students' interest and motivation to learn. When students find the materials engaging, they are more likely to be active in the learning process, leading to better writing skills. Finally, appropriate media can be used to explain the C-R method, which can help improve students' writing skills. The use of relevant and effective media can enhance the students' understanding of the C-R method and the writing process, leading to better writing skills.

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