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The Evaluation of Academic Writing Courses Using CIPP Model

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Abstrak

Salah satu mata kuliah yang dianggap sulit bagi mahasiswa adalah *Academic Writing*, hal tersebut dikuatkan dengan pernyataan beberapa dosen pembimbing skripsi bahwa terdapat banyak kesalahan pada tulisan mahasiswa terutama pada bagian sintaks, kosa kata, pengembangan ide pokok, dan lainnya. Oleh karena itu, penyelenggaraan mata kuliah *Academic Writing* perlu dievaluasi dengan tujuan untuk menilai proses pembelajaran dengan menggunakan model CIPP (*Context, Input, Process,* dan *Product*). Penelitian ini dilaksanakan di salah satu perguruan tinggi swasta di Tangerang. Pendekatan yang digunakan adalah deskriptif kualitatif dengan teknik analisis mengikuti Miles dan Huberman (1994). Dengan demikian, kegiatan evaluasi melibatkan proses pengisian kuesioner, studi dokumen, dan wawancara. Hasil penelitian menunjukkan bahwa pembelajaran pada area konteks, input, dan produk telah dilaksanakan dengan sangat baik yang ditunjukkan dengan perolehan nilai "sangat setuju". Namun demikian, pada bagian proses, peroleh nilai adalah setuju, yang bermakna proses pembelajaran masih harus diperbaiki. Melalui wawancara, didapati bahwa sebagian besar mahasiswa dalam penulisan akademik terlalu bergantung pada AI generator seperti ChatGPT dan Perplexity. Hasil tersebut mengimplikasikan bahwa mahasiswa dan dosen untuk tidak hanya terfokus pada elemen konteks, input dan produk, namun juga memperhatikan proses pembelajaran.

Kata Kunci: *Academic Writing*, CIPP, Evaluasi, Pembelajaran Bahasa

Abstract

One of the most challenging disciplines for university students is academic writing. According to this assertion, a number of thesis advisors voiced their displeasure with the writing abilities of the students, pointing out numerous errors in syntax, vocabulary, main concept development, and other areas. Thus, evaluation on Academic Writing course is necessary. The purpose of this research is to apply the CIPP (Context, Input, Process, Product) assessment model to assess the learning process of Academic Writing courses in a state university in Tangerang. The Miles and Hubberman (1994) data analysis and descriptive evaluative approach of the qualitative research method were used. Strategies for gathering data involved questionnaire fulfilment, document analysis, and interview. Result showed that Context, Input, and Product of academic writing courses gained "Strongly agree" to the indicators meaning very good implementation, while the aspect of process gained "Agree" that means good implementation, and improvement is necessary. However, students and lecturer are recommended not to focus on only in the product of writing but also in the process as there was indication of students' over-relying on AI writing generator such as ChatGPT, Quillboat, and Perplexity.

Keywords: Academic Writing, CIPP, Evaluation, Language Learning

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INTRODUCTION

Since the Indonesian government regulates the academic landscape, the demand for well-crafted research papers among educators has been on the rise. This increased demand stems from the government's emphasis on quality education and the need for educators to stay updated on the latest research and best practices. As a result, educators are now more inclined to invest time and effort into producing high-quality research papers that not only showcase their expertise but also contribute to the advancement of their field (Binswanger, 2014).

For students, academic writing is a crucial component of both graduate and undergraduate programs. For graduate students, producing high-quality research papers is essential to demonstrate their mastery of a subject and contribute meaningfully to their field (Aunurrahman et al., 2017). This is particularly important for those pursuing a master's or doctoral degree, as it is often a requirement for graduation. Similarly, undergraduate students are also expected to develop strong writing skills, as it is a fundamental aspect of academic success. By emphasizing academic writing, Indonesian universities aim to equip students with the skills necessary to effectively communicate complex ideas and contribute to the advancement of knowledge in their respective fields.

Therefore, Academic writing skills is important, for students and teachers. Aware on that importance, this course is a put in curricula of some university program in Indonesia. It is essential for students to develop strong writing skills to prepare them for higher education and future careers. The emphasis on academic writing in high schools is reflected in the curriculum, which includes various writing styles and genres, such as academic essays, research articles, or research paper. These skills are valuable not only for academic success but also for effective communication and critical thinking.

Academic writing skills are essential for students in the English Language Education Study Program. Based on the writers' preliminary research on the university, the academic writing course is taken in the fourth semester for 3 credits and students are obligatory to take the course. This course includes learning how to express ideas in written form, organizing coherence and cohesion between sentences and paragraphs, developing effective writing, and writing different types of scientific documents such as academic essays, articles, and theses. The lecture includes observing and analysing the skills required to write academic papers. Guide the student effectively by employing several teaching techniques to cater to students' learning style. Therefore, students are expected to be able to generate their own original scientific report by the end of the lectures. At the conclusion of courses, it is necessary to demonstrate academic writing skills by producing a written document.

However, many students consider academic writing is more difficult than other language skills. Moreover, there are frequents error occurrence such students' do not understand on what they write in academic papers (Rohim, 2023, K. Dines, 2021).

Therefore, the implementation of Academics writing course is questioned as it should bring guide students in writing academic paper (Ghufron & Saleh, 2016). By that reason, the writer intends to assess academic writing class implementation by employing suitable evaluation models in an academic context.

Evaluation is derived from the English term "evaluation," which in turn comes from the word "value," meaning a mark or measure of worth. Evaluation can be understood as a methodical, ongoing, and all-encompassing process. To ensure control, guarantee, and establish quality, several components of learning are tailored to meet the desired aim based on intellectual capacity (cognitive), taste abilities, attitudes and behaviour (affective), as well as skill proficiency (psychomotor). Assessment of learning progress is favourable (Zhou, 2023). To assess the effectiveness of the learning process, it is important to engage in activities such as tracing and tracking the learning process, checking achievement ability, searching for areas of improvement, and summarizing the level of mastery. Providing feedback to teachers serves as a foundation for enhancing the learning process.

Evaluation can be conducted using a variety of models and methodologies, each with its own strengths and limitations. Kamilia et al. (2023) emphasized that the choice of evaluation model and technique is often influenced by the evaluator's mission, orientation, and understanding of the context. In this study, the writers identified five distinct assessment approaches that can be employed to evaluate academic writing programs. Firstly, the goal-oriented approach focuses on evaluating the program's ability to achieve specific goals and objectives, such as improving students' writing skills or enhancing their academic performance. Secondly, Management-Oriented Approach emphasizes the evaluation of the program's management and organizational structures, including the allocation of resources, the role of stakeholders, and the overall efficiency of the program. User-Oriented Approach centres on the needs and perspectives of the program's users, including students, lecturers, and other stakeholders. It evaluates the program's ability to meet the needs and expectations of these groups. Expert-Oriented Approach involves evaluating the program from the perspective of experts in the field, including academics, researchers, and professionals. It assesses the program's alignment with best practices and its ability to produce high-quality outcomes. Naturalistic-Participant Approach involves immersing oneself in the program and observing it in its natural setting. It evaluates the program's dynamics, interactions, and processes, and seeks to understand how these factors influence the program's outcomes.

Kaufman and Thomas (1980) in Hasanudin et al., (2021) identify eight evaluation models, including: (1) The Goal Oriented Model produced by Ralph W. Tyler in the 40-50s, 2) The Goal Free Evaluation Model developed by Michael Scriven (1972), and 3) The Formative-Summative Evaluation Model also developed by Michael Scriven (1967). (4) The Countenance Evaluation Model, created by RE Stake (1967), (5) The Responsive Evaluation Model, established by RE Stake (1973), is a framework for evaluating projects or programs. (6) The CSE-UCLA Evaluation Model by Alkin (1969) emphasis on the timing of evaluating implementation. (7) The CIPP (Context - Input - Process-Product) Evaluation Model was established by Daniel L. Stufflebeam (1966), whereas the (8) Discrepancy Model was developed by Malcolm M. Provus (1971). The writers in this study employed as the CIPP model as utilizing the CIPP evaluation paradigm can yield outcomes (Akbar & Syamsurijal, 2023). It assess fourth matter, namely Context, Input, Process, and Product of the object matter.

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Initially version The CIPP model evaluation was introduced by Stufflebeam (1965) as cited in Labibatussolihah et al., (2022). Stufflebeam (1965) conducts evaluations under the framework of the Elementary and Secondary Education Act (ESEA). Stufflebeam argues that objective evaluation not only demonstrates the implementation process of learning activities, but also measures the progress in study outcomes. The CIPP paradigm comprises four distinct stages, namely context, input, process, and product. Thus, CIPP evaluation can comprehensively assess multiple components of the learning program, including the learning environment, teaching materials, teaching methods, and study outcomes.

Assessment context, also known as context assessment, is a process used to inform planning decisions and evaluate their effectiveness. This encompasses the process of devising strategies, determining requirements, and establishing goals to assess issues, requirements, resources, and opportunities (Stufflebeam, 1983; as cited from Rahmi & Sutantie, 2018) associated with the desired state (program environment) that will be implemented. This involves evaluating the context in which the program or curriculum is implemented. This includes assessing the program's objectives, policies that support the vision and mission of the institution, the relevant environment, identification of needs, opportunities, and problems specific diagnosis.

Evaluation input, also known as input evaluation, involves the process of constructing decisions according to the framework proposed by Stufflebeam in (1971) as cited in Rahmi & Sutantie (2018). Its purpose is to assist in decision-making by determining goals and methods. Efficiency in addition to strategic planning What resources will be utilized to meet the requirement for alternative strategies that need to be considered in implementing a program (Aryana et al., 2022). This involves evaluating the resources that can be used to achieve program objectives. This includes assessing the problem-solving strategy, planning, and design programs.

Process evaluation, as defined by Stufflebeam (1971), is a method used to detect problems in a procedure in order to inform implementation decisions and effective form of activity or purposeful event. The strategy has been fully developed to include both the scope and components necessary for capturing images specifically the points that needs to be repaired. This involves evaluating the process of the program or curriculum. This includes monitoring sources that can potentially cause failure, preparing preliminary information for planning decisions, and explaining the process that actually happened (Warju, 2016).

Furthermore, Warju (2016) explained that product evaluation involves evaluating the achievement of goals. This includes measuring the impact of the expected and unexpected, and assessing the sustainability, effectiveness, and transportability of the program is conducted to aid in recycling decision-making by interpreting and measuring the results attained in line with the defined aims. Data on activities serves as a determinant for whether the program can be continued, adjusted, or even stopped.

The evaluation of the CIPP model primarily involves analysing four types of assessments, namely: 1) prioritizing and setting goals. When comparing with the available opportunities, difficulties, and needs, 2) Evaluate the financial plan and execution, then compare it with the desired outcome. 3) Evaluate the efficiency of a program. 4) Assess the achievement of a program by comparing the effects and results with the intended targets (Stufflebeam & Coryn, 2014).

Evaluation of form This might be based on the level of success in several categories. The evaluation of the CIPP model has several benefits, including the ability to build programs, convey decision-related information, and facilitate the creation of

sustainable and complete programming. The CIPP model, as described by Warju (2016), focusing on the use of CIPP model to evaluate the effectiveness of educational programs. The study aims to investigate the impact of a teacher education course on two novice EFL teachers' beliefs and practices about grammar teaching. The CIPP model is used to evaluate the context, input, process, and product of the program, providing a comprehensive framework for assessing the program's effectiveness. The study found that the teacher education course positively influenced the teachers' beliefs and practices about grammar teaching, indicating that the program was effective in improving their teaching skills.

Some researchers, including a research by Kamilia et al., (2023) focuses on evaluating the effectiveness of E-learning in improving life skills. The study aimed to examine the impact of E-learning on students' digital literacy and learning outcomes. The researchers used a quasi-experimental design with a post-test-only control group within a 2x2 factorial design. The sample consisted of 96 vocational students who were randomly selected. The study found that there were significant differences in learning outcomes between students who were taught using E-learning and those who were taught using traditional methods. Additionally, the study found that there was an interactional effect between E-learning and students' digital literacy, indicating that students with higher digital literacy tended to perform better in E-learning environments. The results suggest that E-learning can be an effective tool for improving learning outcomes and life skills, particularly for students with higher digital literacy.

Furthermore, a research by Susan Jafari (2016), titled "A CIPP Approach to Evaluation of Grammar Teaching Programs at Iranian High-schools: A Case Study," employs the Context, Input, Process, and Product (CIPP) model to evaluate the effectiveness of grammar teaching programs at Iranian high schools. The study aims to investigate the impact of a teacher education course on two novice EFL teachers' beliefs and practices about grammar teaching. The CIPP model is used to evaluate the context, input, process, and product of the program, providing a comprehensive framework for assessing the program's effectiveness. The study found that the teacher education course positively influenced the teachers' beliefs and practices about grammar teaching, indicating that the program was effective in improving their teaching skills.

The evaluation of an academic writing program using the CIPP model involves assessing the Context, Input, Process, and Product aspects of the program. Studies like those by Kifta et al., 2022, Surendran & Saad, (2019), Sungha Lee and Choi Myoungsook, (2016), etc. These researchers have utilized the CIPP model to evaluate various educational programs. These evaluations typically include gathering data through surveys, questionnaires, interviews, and observations to assess the program's relevance to the learning environment, the quality of input materials, the effectiveness of the teaching process, and the outcomes achieved in terms of student performance and satisfaction. By analysing these four dimensions, educational institutions can identify strengths, weaknesses, and areas for improvement in their academic writing programs to enhance overall effectiveness and student success.

RESEARCH METHODS

Design

This study is qualitative approach as it dealt with exploration and investigation of actual problem without numerical analysis. It employed the descriptive and evaluative approach using the CIPP (Context, Input, Process, and Product) assessment model that

studied the principles of evaluative design and processes to efficiently gather and analyse data in a systematic manner. To ascertain the value or advantage of something in the field of education, one must engage in practical application. The data collection process for this study involved a direct and systematic approach, where questionnaires were distributed to the respondents to gather their perspectives and opinions. The participants in this research study consisted of students and lecturers who are actively involved in the study of academic writing within the English Education Study Program. Furthermore, the academic writing syllabuses were also utilized as complementary data to provide a more comprehensive data on the topic.

Research interview methodologies utilized the semi-structured interview technique to conduct in-depth interviews with key informants, including the head of the study program, lecturers, and students who are currently studying. Online questionnaire technique utilizing Google Forms to gather comments and responses from respondents. The documentation strategies involve the way of collecting documents in the form of syllabuses to analyse, target and student outcomes. Instrument research involves the examination of lectures on the usage of instruments.

The CIPP model evaluation in educational setting can be assessed using the following indicators, as cited in Hasanudin et al., (2021)

Table 1. Indicators of Assessment Model

No.	Indicator	Score	Notes
A.	Aspect of Context.		
1.	Learning goal (CPMK)		
2.	Study the environmental conditions.		
3.	Student needs and qualities		
4.	Collaborating traditional and online learning.		
5.	There is strong correlation between teaching materials and online learning.		
B.	Aspect of Input		
1.	Novice learner with limited knowledge.		
2.	Demonstrates creativity in the process of acquiring knowledge.		
3.	Student's behaviour and conduct.		
4.	Focused attention on the content presented in lectures.		
5	Academic pursuit		
6.	Facilities and infrastructure.		
7	learning media		
C.	Aspect of Process		
1.	A plan for conformance with implementation is established.		
2.	knowledge-based management procedures occur.		
3.	Various learning models are utilized to promote diversity.		
4.	Learning materials are aligned with the curriculum.		
D.	Aspect of Product.		

1. The learning outcomes
2. There was a positive response from the students
3 There was a positive response from the lecturer
4 there is Enhancement on academic writing skills.
5. Implementation of offline and online learning models.

The indicators are ranged in Likert scale ranging from 1-5 meaning: 1: strongly disagree; 2: disagree, 3: Neutral; 4: agree; 5: Strongly Agree. The response were calculated by summing all the response in each aspects and divided to the maximum score and put in percentage.

Table 2. Displays the percentage range and qualitative criteria.

Likert Score	Intervals	Criteria
1	0% < percentage ≤ 20%	Strongly disagree
2	21% < percentage ≤ 40%	Disagree
3	41% < percentage ≤ 60%	Neutral
4	61% < percentage ≤ 80%	Agree
5	81% < percentage ≤ 100%	Strongly Agree

The data collected for this study was analysed using a rigorous content analysis method, which involved a systematic and structured approach to identify and interpret the meaning of the data. The analysis process was guided by the following three main steps, as outlined by Miles and Huberman (2007): first, the data was reduced to its most essential elements, focusing on the key themes and patterns that emerged from the responses. Second, the findings were presented in a clear and concise manner, highlighting the most significant insights and trends. Finally, the data was interpreted and conclusions were drawn, taking into account the context and limitations of the study.

results and discussions

Interviews, questionnaire fulfilment, and document analysis has been implemented to gather data to evaluate the implementation academic writing course which then analysed descriptively. The respondents' answers were recorded in a table, using variables and indicators from the CIPP evaluation instrument. The results of the evaluation were obtained through descriptive analysis.

Aspect of Context

In the context aspect, the percentage reached is 87% of the average value of all indicators. The indicator comprises five components: 1) learning objectives (CPMK), 2) learning environment conditions, 3) student needs and characteristics, 4) the interconnection between learning objectives and online learning, and 5) the mutual support between teaching materials and online learning.

The evaluation results indicate that the criteria for assessing students' academic writing skills are highly appropriate. The lecturer will focus on teaching academic skills that are essential for objective learning, such as critical thinking, problem-solving, motivation, and knowledge retention (CPMK). "By the end of the lectures, students are expected to have the ability to articulate profound thoughts and ideas in scientific,

scientific essay, articles of research proposal". CPMK has already reached level 7 according to KKNI.

The lecturer's prepared learning materials, which focus on developing academic writing skills, are highly compatible with synchronous and asynchronous learning. This issue arises from the RPS (Research Proposal Submission) that has been created by the instructor and has already been modified. Additionally, there are teaching resources available in the form of a digital file in PowerPoint format. These materials have already been uploaded to the e-learning system, which focuses on developing academic writing skills. This allows for continual online learning and mutual support among students.

Lecture Skills Evaluation Compose academic reviews based on input aspects. The input aspect yields a proportion of 87% of the average value of all indicators. The indicators include: 1) the level of knowledge of beginning students, 2) the level of creativity in the learning process, 3) the behavior of students, 4) the level of concentration on lecture materials, 5) the availability of learning resources, 6) the quality of facilities and infrastructure, and 7) the effectiveness of learning media.

Aspect of Input

The evaluation results of input variables indicate that the criteria for assessing the students' academic writing skills are highly appropriate, gaining as many as 92% score. The student is currently pursuing education in writing skills. The academic environment is quite supportive, with a number of students already present. After achieving success in the field, pursue academic excellence. This indicates that students already possess some initial academic writing skills. Students exhibit great creativity during lectures. Firstly, pupils have the opportunity to compose academic papers.

During learning activities, the students' behaviour is commendable and well-mannered. They consistently join the classroom at the designated time, with only a few students occasionally being late due to technical issues. This issue resulted in adverse of weather conditions or traffic. Despite engaging in many activities, students remain dedicated to their training. This concern arises when students, driven by passion, asks questions during a discussion. During the lectures, students are fully engaged in the delivered topic. This issue arises when a student responds immediately to a question posed by the lecturer. However, when it comes to online learning, some students were less responsive in the class, compared in the offline class. This finding is in line with Almanar, (2020) and Noval et al., (2022) that lack interaction among students and teachers in online learning and asynchronous learning were evident. Therefore, role of the lecturer is essentially as learning facilitator so that learning activities remains focused on the learner (student-centered).

The presenter presents the material in the form of PowerPoint slides prepared using the Canva tool. The lecturer provided an apperception or introduction in the beginning of the lecture followed by presenting the material. Prior to the commencement of lectures, the lecturer also gave additional materials in the form of sift copy or source links. To search for source references, students were directed to platforms such as Sinta page, Google Scholar, DOAJ, etc. These platforms provide access to national and worldwide articles for further writing materials.

The learning platform utilized in the class as well as online learning via the Google Meet application facilitate flexibility such as for gathering the assignment materials and conduct question assessments, lecturers utilize online classrooms through the programs Google Drive and Google Scholar. Google Meet and Mendeley are the two primary platforms that assist the achievement of online education and academic writing skills.

Aspect of Process

During the procedure, a percentage of 76% is obtained, which represents the average value of all indicators. The indicator comprises four components: 1) a comprehensive strategy for execution, 2) teaching and learning process, 3) a diverse range of learning models, and 4) learning materials aligned with the curriculum. The professor has produced a plan for the semester's learning, known as the RPS (Plan Semester Learning). The Plan Learning Semester (RPS) has already been changed to include both synchronous and asynchronous learning methods. Both learning models This effectively adopted the use of lecturers to ensure that CPMK is accurately quantifiable and comprehensive. One way to apply effective learning is elaboration combination of learning models and learning media.

During the learning process, the synchronous lecturer utilizes the Google Meet program. This application is highly beneficial for lecturers who want to offer online lectures and share course materials. Google Meet was chosen due to its user-friendly interface and efficient use of internet data, as confirmed by interviews conducted with several students. Students frequently engage in lectures through Google Meet, as well as complete assignments and projects.

During the learning process, the asynchronous lecturer uploads all materials for the online classes, utilizing the Google Classroom and WhatsApp group applications for academic purposes. Software program or computer program designed to perform specific tasks or functions. As a lecturer in communication media, I interact with students. In this online class, the lecturer consistently facilitates column discussions for each chapter. The purpose of these discussions is to foster interaction among students and allow the professor to provide comments on incorrect answers given by students. The discussion column serves as a platform for students to inquire and seek information. If students encounter constraints or difficulties in learning the information.

The process of implementing learning strategies has undergone significant transformations since the COVID-19 pandemic. The shift towards remote learning has led to the adoption of innovative models such as synchronous and asynchronous learning. These models have been instrumental in enhancing the adaptability and suitability of learning activities to the curriculum utilized by the English Language Education Study Program. In fact, a substantial portion of learning activities, at least 40%, are now conducted online, allowing students to engage with course materials in a more flexible and accessible manner. This shift has not only expanded the reach of educational resources but also enabled students to develop essential skills in digital literacy and online communication.

In addition to the result of questionnaire, the result from the deep interview to lecturer and students, there was a phenomenon of students over-reliance on AI writing app or technology. Students may become overly dependent on AI tools for writing such as ChatGpt, Quillboat, and Perplexity. AI tools can generate essays or other written assignments, and provide very precise and perfect writing, as well as leading to cheating and plagiarism. In other words it supports students to have better writings but also bring negative impact. AI tools can provide quick fixes and solutions, but they do not foster deep understanding or critical thinking. As a result, a serious consequence may occurred such as students were failing to think critically and creatively. Furthermore, this can lead to a lack of understanding of the writing process and the inability to produce original content. Students may rely too heavily on these tools, which can stifle

their ability to analyse information objectively and make reasoned judgments. This finding is in line with a research finding by Asmara and Kastuhandani (2024).

Aspect of product

In terms of product performance, the percentage reached is 84% of the average value of all indicators. An indicator that encompasses 1) Anticipated competencies acquired through attending online lectures. 2) Affirmative feedback received from student's guardian. 3) Positive response received from lecturer's guardian. 4) Proficiency in academic writing improves. 5) The online learning model serves as a framework for implementing MBKM (Freedom of Learning Independent Campus).

In the Academic Writing class, students develop the ability to articulate profound thoughts and ideas in scientific paper, journal, and essays. The synchronous and asynchronous learning enables students to effectively express their thoughts and views in the form of essays. State or situation The feedback from the lecturer was overwhelmingly positive. However, even at home, they remain actively engaged in doing tasks such as making analysis or generate a writing which will be discussed in the upcoming meeting. Lecturer also responded affirmatively. During an interview in the lecture room, a lecturer expressed gratitude for the student's cooperation and ability to continue working and producing products of writing in diverse situations. Improvement can be observed through the process of assigning values and conducting academic writing assessments.

Academic writing enhancement skills This is backed by a learning model that is both synchronous and asynchronous, making these two models suitable as reference models for the implementation of Indonesian current curriculum, MBKM (Freedom to Learn Independent Campus). Learning models can be categorized as either synchronous or asynchronous, and they make use of the concept of use. The programs Google Meet, Google Classroom, LMS, WhatsApp groups and other educational learning are highly beneficial for learning. This finding is in line with a research by Hendarsyah et al., (2022). It may be inferred that these applications are also highly accurate. If integrated into current academic curricula, campus programs can be organized autonomously.

Academic pursuit focuses on the employment of academic writing applications to enhance the development of writing skills at the collegiate level. Software program are educational resources effectively enhancing students' ability to write academic paper. Software program or computer program designed to perform specific tasks or functions on a computer or electronic device. This is suitable for AI students and writers to learn. Software program or computer program designed to perform specific tasks or functions. This service provides assistance in initiating the process of producing a thesis or essay by providing the expertise of a highly skilled writer who has extensive knowledge in the subject matter. Academic pursuit This discussion focuses on teaching practices that enhance the quality of scientific academic writing for students in English language education programs. Software program or computer program designed to perform specific tasks or functions. This assistance aids in enhancing the capacity to compose academic and generate written works of scientific paper.

This discussion centres on the effectiveness of the Academic Writing class in bolstering the academic resilience of students embarking on their thesis journey. The class is designed to equip students with the necessary knowledge and skills to craft a well-structured and coherent thesis, thereby empowering them to navigate the complexities and challenges associated with academic research. By fostering a deeper understanding of the writing process and providing students with the tools to overcome

common obstacles appropriately, the class aims to enhance their resilience in the face of academic pressures and setbacks.

CONCLUSION

The CIPP evaluation model was implemented to assess academic writing skills. The result showed that the context aspect achieved an average score of 87% across all indicators. The input aspect yields a proportion of 92% of the average value of all indicators. During the procedure, a percentage of 76% is obtained, which represents the average value of all indicators. In terms of product performance, 84% of the average value of all indicators was achieved. These overall scores of all aspects (context, input, process, and product) showed above medium level. The aspects of context, input, and product had been conducted accordingly in the learning activities. Meanwhile, the aspect of process which got the lowest score among other aspects needs to be improved. The academic classroom activities were highly ideal for writing academic content from all aspects, including context, input, process, and product. However, from the interview session, it also found that students were to relied on AI. Therefore, students and lecturers need to aware on the threat of the academic learning from the bad impact of AI writing tools such as ChatGPT, Quillboat, and Perplexity which can generate very specific and excellent writing. The over-use of AI writing apps can derive students to fail on critical thinking and creativity. As a consequence, students did not understand on what they are writing. Therefore, it is strongly suggested that lecturer focused not only on the product aspects of writing but also on the process. The recommendation for further research is investigation on the effect and degree of AI writing tools usage and effect on the students writing enhancement in the aspects of both process and product.

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