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## Analysis of EFL basic writing learners' cognitive and psychomotor demands in learning to write

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### Abstract

Writing exists as difficult subject for ESL freshmen. Different competence, learners' learning characteristics and many others grows as hindrances hampering learners' progress. Partly, writing process is sophisticated. Thus, systematic and thorough process are highly counted. Truly, learners requires scaffolding treatment in learning. This study was aimed at figuring out learner's cognitive and psychomotor demands in writing. Qualitative descriptive was the design and 13 students from Basic writing class at STKIP Soe English Department were the participants chosen using purposive sampling technique. Questionnaire in the form of statements and interview were the instruments to collect data. Likert scale category was used to range the responses and draw percentages on learners' writing demands both cognitively as well as psychomotor side. Meanwhile, data transcription and coding were done for the interview and displayed as findings. Both data then triangulated in discussion range. The result reveals most learners' writing weaknesses cognitively covering knowledge, comprehension, application, synthesizing and evaluation level as well as in psychomotor domain. Learners were lack of competence in grammatical pattern, vocabulary mastery, designing, constructing and stating different language aspects. Additionally, clarifying and stating illustration, formulating new idea and drawing conclusion, internalizing and making use of teacher's feedback to revise draft. Weaknesses above results on inability to implement writing skill as psychomotor demand. The result reveals valuable information as input and becomes stepping stone for writing teachers to implement precise, valuable, systematic and scaffolding teaching treatment for the sake of learners' writing development.

**Keywords:** cognitive, psychomotor, writing

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### Introduction

Achieving well-qualified EFL writers requires deep comprehension between learners and teachers. Writing is a process. Absolutely, it needs hard and complex efforts where learners' expectations in learning and teachers' treatments should go hand in hand. One thing to consider is optimizing teaching implications to achieve competent English writers. Therefore, comprehending learner's cognitive, affective and psychomotor barriers is prominent because learning generally covers the three domains (Hogue, 2016) [22].

It is factual that EFL learners have different writing competence since writing is a complex process to internalize. Nunan (2003) [31] supports the idea that "writing is a thinking process to invent ideas, thinking about how to express into good writing, and arrange them into clear statements and paragraphs." It is a complex skill contains language aspects that relates each other to build structured and meaningful sentences (Klimova, 2014) [27]. If EFL learners are not treated well, they will fail to achieve the goal. Here, learning demands should be considered by noticing their cognitive, affective and psychomotor demands in learning.

The presence of STKIP Soe as a high educational institution is demanded to prepare its students especially the English Department ones to be competent English practitioners in all skills including writing. Therefore, it is regarded reasonable to identify the EFL Learners' cognitive as well as psychomotor demands in learning to write and how teachers' teaching implications are. The synergy between English learning process and teaching implication would be the main aspects to discuss. The implementation will take place in STKIP Soe English Education Program as the 2<sup>nd</sup> semester students are the participants. As fresh English learners, they may provide holistic data/information for the sake of increasing the quality of EFL teaching and learning process.

The result of this study is expected to provide useful information to EFL teachers on how to identify learners' level of competence in writing and their learning characteristics before applying treatment, provide some insights to implement better teaching strategies that match learners' cognitive, affective and psychomotor demands and becoming a guideline or instruction for teachers to practice teaching as well as give space to other researchers to conduct different studies in similar topic but emphasizing on different or even more specific scope.

### Literature Review

Learners' way of receiving and processing information varies during learning process. This occurs due to different personality, background knowledge, current competence, abilities to absorb materials, their needs and other defining factors learners possess that define their way of learning. Teachers have to directly notice and deal

with these aspects as the process begins. An in-depth understanding of who our learners are leads to valuable insight to bring engaging activities that fit their preferences into classroom (Jaleel & Thomas, 2019) <sup>[24]</sup>. Numerous yet similar answers are given to describe what learning style is. It refers to one's preference of thought and behavior to receive, select, process, and understand information cognitively and behaviorally. The key point underlining learning style is preference or demands in which learners have their own favored way/s of learning that they perceive can help them improve. Howie classified learning preferences into personality or motivation based and educational based (Howie, 2011) <sup>[23]</sup>. The importance of identifying learners' demands and taking into consideration during lesson planning is for achieving satisfying learning outcome. Three domains of learners' learning way/s regarded as cognitive, affective and psychomotor are highlighted in this study.

### **Cognitive Domain in Learning to Write**

The first key point in learning is cognitive which refers to personal preference of information processing using cognitive brain-based mechanism and structures (Armstrong, Peterson, & Rayner, 2012) <sup>[2]</sup>. Learners mainly rely on their logical thinking when they come to selecting, organize, analyze and perceive information in cognitive style. Here, learning occurs as it constructs and is constructed by cognitive process or in the brain. The nature of human brain enables us to perform cognitive activities to nurture the performance of brain itself.

As information processing ability, learners are demanded to be qualified in understanding and comprehending all the information provided by teachers and other learning sources. Since cognitive domain relates to mental process, learners competence in learning will be measured if they are able to undergo the stages covered in this domain. Focusing on studying about the association between cognitive, affective and psychomotor, Sönmez (2017) <sup>[34]</sup> stated that "Comprehension needs knowledge, application needs comprehension, analysis needs application and synthesis needs all the previous." The statement reveals an impression that all stages in Bloom's cognitive level which was revised by Krathwohl (2001) in Hoque (2016) are such a chain that support each other. If learners are weak in certain stages, it will affect their competence in the other stages. If they are not well-competent in lower levels, they will be fail in the higher levels.

Emphasizing on writing process, learners must be well-qualified cognitively particularly in all the writing substances to finally become skillful in implementation as the result of psychomotor proficiency. As stated by Krathwohl and Bloom (1993) in Eshun and Mensah (2013) <sup>[14]</sup> that "Cognitive domain mainly emphasizes on remembering or reproducing information which have been learnt," learners are required to internalize materials well before exploiting into practice. Here, learners must produce outcome as the domain's objective based on knowledge and ability of memorizing, thinking and reasoning process (Nitko & Brookhart, 2001) <sup>[30]</sup>.

### **Psychomotor Domain in Learning to Write**

Meanwhile, Dornyei & Ryan define psychomotor seeks to "understand the uniqueness and explore the general principles of human mind" (Dornyei & Ryan, 2015). The notion depicts perception that the Psychomotor talks about personality. The uniqueness makes human different from each other and construct how they behave, make decision, receive and process information and many more but at certain points, human shares common traits while holding into their individual perception. Related to educational context, the psychomotor refers to learners' preferred way to understand and response toward learning. "The objective of this domain relies on producing outcomes that focus on motor skills and perceptual processes" (Nitko & Brookhart, 2001) <sup>[30]</sup>. It is a skill-based domain in which learners are trained to be capable in producing product (Eshun & Mensah, 2013) <sup>[14]</sup>.

In relation to writing, the statement implies how competent learners should be to perform their capability and capacity in producing well-arranged writing draft since writing is a skill-based. Tending to learners possess as well as common things they share can help teacher to ensure learning transpires effectively. This implies the importance of awareness and fulfillment toward learners' psychological preferences.

Learners' cognitive, affective and psychomotor components interact interdependently and influence learning progress. At this rate, teacher needs to be more active in exploring these areas. Aside of affective domain, this study attempts to analyze learners' learning demands by figuring out their competences in cognitive and psychomotor especially in writing as well as understanding how effective is writing teacher's treatment has been implemented.

### **Writing**

As EFL writing becomes the focus on this study, it is required to have the insight of what writing is, the essence of the skill, how learners cope with the skill and other aspects coming up as advantages and hindrances. EFL learners are highly required to internalize every single point concerning writing to later proof themselves as competent and skillful writers. "Compared to other skills, writing requires intensive, gradual and thorough process particularly in uniting different language and technical aspects to be a complete construction to construct understandable and meaningful pieces of ideas" (Banu., *et. al.* 2019) <sup>[5]</sup>. As writing is a complex skill with various items to consider, learners have to be trained well to master the points (Graham & Perin, 2007; 221) <sup>[20]</sup>. Younes and Albalawi (2015) conveyed that the most common types of writing problems of English language learners at higher education level include the use of grammar, punctuation, and spelling besides other problematic aspects.

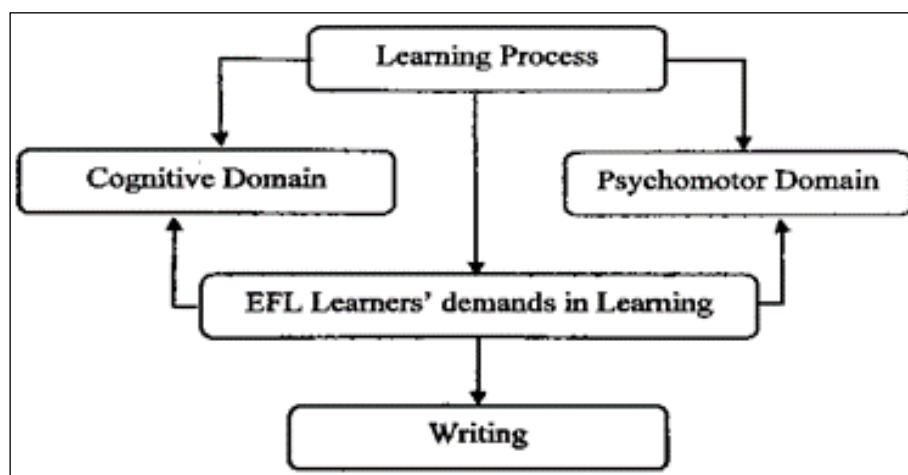
Regarding writing as productive skill, learners will probably face problems due to producing language correctly and meaningfully. On the other hand, Ceylan (2019) asserted that developing learners' writing competence, the

focus should be to produce a well-structured writing draft. In this case, a writer is highly required to master and relate different set of aspects to be meaningful piece of writing (Brown, 2000, p.335). Therefore, Writing teachers' treatment has to go in line with learners' requirements in learning to avoid misconception between teachers and learners in teaching and learning. Ezza (2010) <sup>[15]</sup> conveyed that learners themselves should not always be blamed when they are fail in undergoing writing process. Many conditions can appear causing failure in writing, such as course materials and teachers' methods used in teaching besides other things. Therefore, approaches or techniques and tasks or activities teachers apply determine how effective writing lesson is and students' writing performance (Alamirew 2005: 26) <sup>[3]</sup>.

Focusing on the aspects namely cognitive and psychomotor, the expectation lies on how EFL teachers put their priority in treating learners to fulfill the needs in learning to write. As found by Sönmez (2017) <sup>[34]</sup> in his study that "A high level of significant and positive correlation was found between cognitive, psychomotor, affective and intuitive learning outcomes." It implies that teaching practices of writing have to be outlined on the aspects since there is a strong relation among them. The achievement of learners in one aspect is strongly affected by positive influence of the other aspects. If one of them is neglected, failure will be final result encountered. The questions are: How can a students be competent in writing if their cognitive and psychomotor domain are neglected? Those two aspects cannot be neglected since they definitely related one another because cognitive aspects deals with knowledge learners possess, meanwhile, psychomotor aspect deals with the skill of applying knowledge.

### Research Concept

To understand the flow of this research, the researchers draw the sketch as the concept why the research is highly required to be conducted. It is drawn as the following:



**Fig 1:** The scheme of Research Concept

The figure above shows the concept of this study implementation. Basic writing learners as freshmen definitely encountered problems and hindrances in learning. Coming with different English background and many other aspects hampering writing capability encourages the researchers to identify the Basic Writing learners' at English Department of STKIP soe demands in learning the skill both cognitively as well as in psychomotor domain. The purpose is definitely to grab holistic information on whether the demands have been accommodated in teaching and learning process. The study is expected to provide advantages for better quality of EFL teaching and learning.

### Methodology

#### Research Design

This study was a qualitative study using descriptive design applied to have authentic data on EFL learners' cognitive and psychomotor competence in learning to write which finally figured out as their demands in writing. Since the focus of this study was to have the insights of writing learners' experience in learning to write and ability to apply, individuals admissions showed how good their competence was after the process. The result was expected to be supportive reference for learners to develop writing capability and how writing teachers consider appropriate teaching strategies that fit learners learning demands in both domains.

#### Research Participants

The participants were 13 students of the EFL Basic Writing learners who had just finished the 2<sup>nd</sup> semester in STKIP Soe English Department, experienced their first writing process and definitely possessed different problems in writing especially related to the levels offered in cognitive and psychomotor aspects which later drawn up as demands in writing. They were chosen using purposive sampling technique.

### Research Instrument and Data Collection Technique

Questionnaire in the form of statement was one of the instruments applied to collect data. The statements focused on identifying learners' writing competence particularly in each level offered in both learning domains to figure out the demands writing teachers should cover in teaching and learning process. The statements were arranged by relying on the levels adapted from Bloom's revised Taxonomy on cognitive domain (Krathwohl, 2001) and psychomotor domain (Simpson, 1972) in Hogue (2016) <sup>[22]</sup>. Instrument piloting process was conducted and analyzed to see if the instrument was applicable or required correction. Then, it was spread to the real participants to have their objective responses.

To support, strengthen and clarify data from the previous instrument, semi-structured interview was the other tool applied to some participants who were selected using snowballing technique. The amount of respondents depended on completeness of data to strengthen the previous information. The questions were arranged by relying on the result of statements that need to be clarified. The interview was recorded to be easier when transcribing.

### Data Analysis Technique

Analysis toward the result of statements was done by stating categories based on Likert Scale namely "*Competent, Less Competent, and Not Competent*" to identify writing learners' competence in cognitive and psychomotor aspects so does having the insights to figure out how writing teachers' treatment should be emphasized. The result then presented in the form of graphic of percentages. Meanwhile, the interview result was transcribed and coded to categorize important responses to complete the previous data. Data from both instruments were triangulated in the discussion stage.

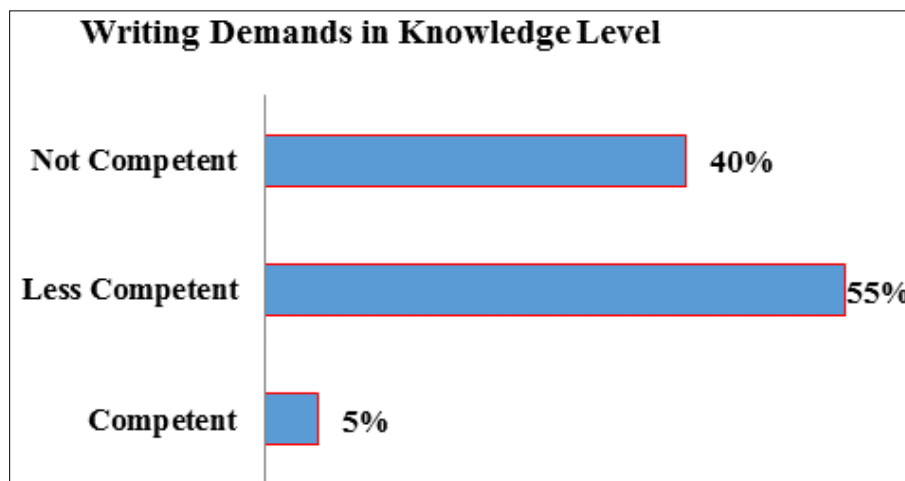
### Results and Discussion

Going through holistic process of gathering and analyzing data, the researchers found basic information on language learners' demands in learning writing cognitively and in psychomotor domain in which teacher's teaching practices can be figured out. As the subject focused were Basic Writing learners, they presented different conditions, experiences, feelings and responses (cognitive aspect) based on what they had along learning to write and how their demands are in application (psychomotor aspect). The actual data were presented in the following findings and discussion.

#### Basic Writing Learners' Demands in Learning to Write Based on Cognitive Domain.

The analysis result on the EFL basic writing learners' demands showed different percentages on each levels/categories in cognitive domain. The result showed how competent the learners are especially in grabbing, absorbing, implementing and evaluating all the material they have on certain knowledge field or skill and along certain period of learning process. The percentages on each level are presented as follows:

- **Knowledge Level**



**Graph 1:** Learners' Writing Demands in Knowledge Level

The graphic above showed that basic writing learners still have many weaknesses and shortcomings particularly in knowledge level when they learn to write. 40% respondents stated that they possess insufficient knowledge to be applied in writing, 55% respondents were less competent and only 5% were competent. The intended issues cover recalling and comprehending materials, identifying appropriate vocabularies and grammatical pattern to construct sentences, designing and constructing ideas in correct order of sentences, stating different language aspects for sentences in different contexts and creating outline for an organized writing draft.

Generally, all the findings reveal the real condition experienced by the beginners in writing. The percentages show how weak the learners are in this stage. The condition remains 'homework' for teachers to complete

through implementation of comprehensible and responsive actions for the sake of learners' writing progress. Teacher's failure in giving instructions will hamper learners' development in writing.

Since writing occurs as difficult and complex skill (Klimova, 2014) <sup>[27]</sup>, sufficient knowledge as the basic competence for learners has to be prioritized in teaching and learning process. Basic learners basically require holistic and detailed knowledge before coming to practices. As to say, teacher's teaching practices should really accommodate learners on the essential things in writing. Completing learners with the 'nuts and bolts' in writing is regarded prominent. Therefore, practicing accurate and precise teaching ways is expected to assist learners easily recall and comprehend materials being thought.

Based on the responses, learners demand on this level cover also the capacity on vocabulary mastery. Having insufficient knowledge on this point will bring difficulty for them to arrange meaningful sentences where the message produced in writing drafts cannot be grabbed by readers. The 1<sup>st</sup> respondent supported the idea in by stating that;

"Mastering vocabulary is complicated since it is difficult to put in sentences to form meaningful idea based on the context." (R2, September 30<sup>th</sup>, 2022).

Richards and Renandya (2002) <sup>[32]</sup> asserted that vocabulary is prominent for one's foreign language learning and language proficiency that effects how qualified learners are in speaking, listening, reading and writing. Goundar (2019) <sup>[18]</sup> conveyed that "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed." It is clear that learners have to be trained to master different part of speeches in exploiting English sentences.

Similar to vocabulary mastery, knowledge on grammatical pattern also occur as essential to cover. Nunan (2003:p.88) <sup>[31]</sup> mentioned that "good writing was done from a set of rules and principles." It is obvious that learners have to be proficient especially in mastering the complexity of grammatical patterns as the rules before coming to the application stage. The idea was supported by the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> respondents as the following;

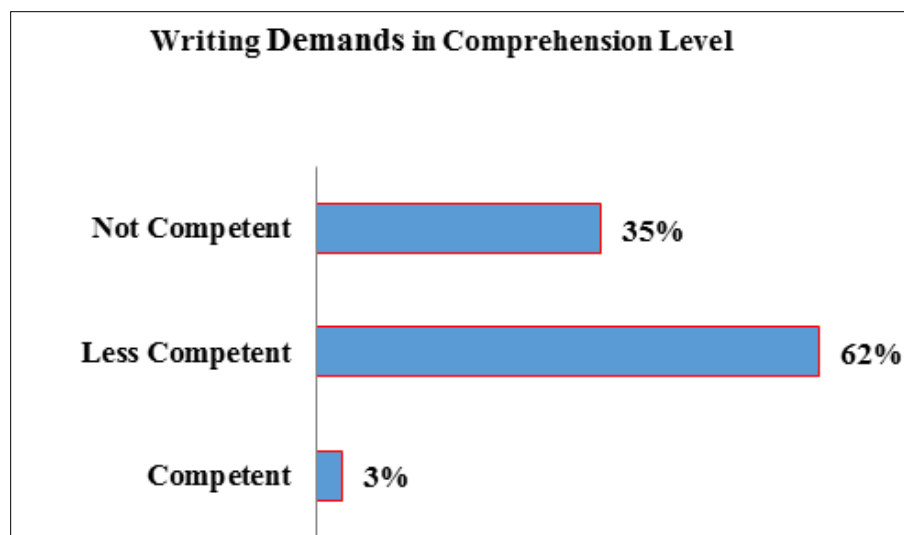
"Grammatical pattern is difficult since different sentence context require different form of grammatical pattern. For example, the use of tenses, gerund, etc. and it is difficult to use in writing." (R1&R2, September, 30<sup>th</sup> 2022)

"Grammar is difficult for me and I need to learn much harder to be competent in it." (R3, September 30<sup>th</sup>, 2022).

Placing inappropriate grammar pattern in sentences will absolutely produce meaningless utterances. As grammar stands to be the soul of language especially English, neglecting this essential aspect brings learners experience failure. White and Hall (2014) <sup>[35]</sup> stated that learners should be trained to internalize English accurately even critically including language and technical aspects such as grammar, other mechanical points and etc.

The percentages in knowledge level also include low qualification of learners especially the ability to construct idea, stating different language aspects for different sentence contexts and creating outline as guidance for arranging complete essay. It is really poor and concern where most respondents admitted their weaknesses on these points. If learners are not trained well in mastering the specific language aspect, finally, intended messages or information for readers will be vague. Therefore, teachers' concern and creativity in teaching is badly required.

#### ▪ Comprehension Level



**Graph 2:** Learners' Writing demands in Comprehension

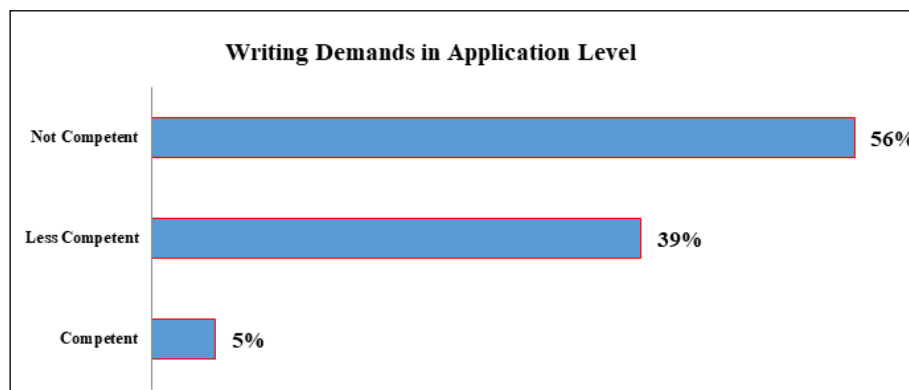
In comprehension level, the respondents states their responses as shown in the graphic above in which 35% were not competent, 62% were less competent and the rest 3% were competent. The condition strongly relate to how learner interpret information in writing, converse or express idea, clarify information, giving illustration and contrasting idea in a writing draft.

Having limited knowledge on the aspects presented in the previous level effects on learners' comprehension. The ability to clarify, explain, illustrate and describe things depends on how good their comprehension is toward

certain materials. Information will not be clearly uttered if comprehension is limited. As stated by Hogue (2016)<sup>[22]</sup> that learners cannot reach the higher level if they completely weak in the lower level, since cognitive ability is a mental process that grows up from the basic level to the highest. The 1<sup>st</sup> respondent asserted his idea that; “I still have problems to comprehend materials given since I did not get clear and thorough explanation from the writing teacher related to the aspects I should put in writing.” (R1, September 30<sup>th</sup>, 2022).

The statement and response above actually present as input for writing teachers on how to set best practices from the very basic level of cognitive aspect. Writing teacher’s strategies in teaching writing are regarded useful tools, techniques or operations that can be practiced to reach effective writing atmosphere (Creswell, 2000 & Graham, 2006). Letting basic learners to have strong foundation in learning process would be a stepping stone for them to express better competence as their achieved capability in the higher levels of the domains. It will be very advantageous and supportive for them to experience better writing atmosphere.

#### ▪ Application Level



**Graph 3:** Learners’ Writing Demands in Application Level

The percentages in this level show worrisome condition where most learners experienced difficulties due apply their writing knowledge. There were only 2% of the respondents who admit their ability to apply their writing competence. Meanwhile, 50% of them were less competent and 48% had no competence to express their ideas in a writing draft. The intended difficulties grows as demands for English teachers to overcome in teaching and learning sessions such as exploiting ideas systematically, interpreting and categorizing main ideas and supporting details, transferring and constructing ideas to form complete writing draft, analyzing, categorizing and relating ideas to be meaningful composition.

Principally, the ability to develop idea systematically in writing is essential for a writer to possess. Unless, he or she cannot express thought sustainably and detail information on certain topics/objects will be exposed greatly. Written messages will be messy as writer fails to express intention. Finally, the potential consequence will directly referred to readers where they would not grab any information precisely. Thus, writers should get themselves going through discovery process that involves analyzing and organizing ideas by considering what to put on reader (White, 1987; in Scott, 1996). The processes intended should be emphasized as priorities to prepare learners along teaching and learning to write process before coming to application stage.

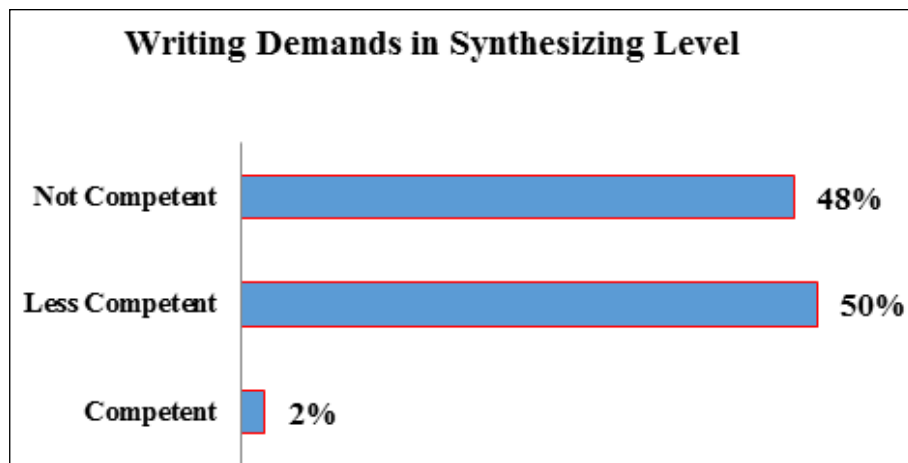
Application process also includes the way to categorize and interpret ideas how to construct and relate to be complete writing draft. Ideally, a draft is formed from ideas. Weaknesses in stating ideas will effect on producing messy or even nonsense draft. The respondents stated their idea represented by the 1<sup>st</sup> respondent in the following quotation that;

“We only understand a bit of the material since the lecturer’s gave limited explanation on how to use language, technical and other aspects in creating sentences to be paragraph. Eventually, we create wrong ideas in our drafts.” (R1, September 30, 2022).

Thus, cognitively, writing learners require precise writing skill ‘nutrition’ as helpful and scaffolding substances before coming into application process. Transforming constructive ideas could be automatic solution a writing teacher should deliver. Harmer (2004:63) suggested that teachers are required to be idea transformers when their students are to develop a writing task.

The main idea actually is writing teachers should act as trustworthy source of learning who can lead and complete learners properly with knowledge and competence especially in constructing ideas to be complete writing draft. Their writing performance on the other part actually depends on how effective teachers way of treatment.

#### ▪ Synthesizing Level



**Graph 4:** Learners' Writing Demands in Synthesis Level

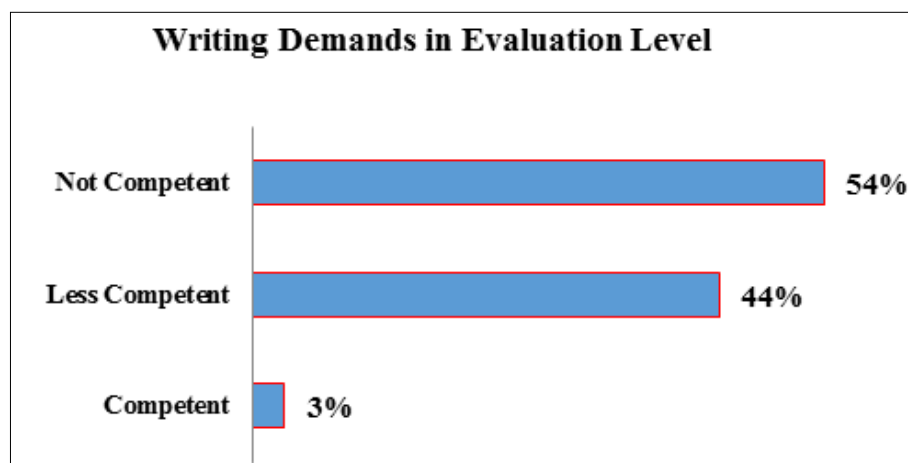
In synthesis level, 48% respondents revealed no competence related to synthesizing process. 50% were less competent and the rest 2% were no competent. The issues cover developing a main topic and stating supporting details to support the main idea, transferring teacher's feedback in doing correction and developing argumentation in writing.

As another cognitive level being studied, synthesizing grows as hindrances toward EFL basic writing learners. It is clearly presented in the graphic above where most learners admitted limited competence on this point. Constructing paragraph through development of main idea and supporting details is truly a hard and thorough process since writing is a productive skill which is presented as a result of cognitive processes (Jebreil *et al.*, 2015) <sup>[25]</sup> including the way to express intentions, construct ideas, figure out problem-solving step, and shape critical thinking ability (Fareed *et al.*, 2016; Ginting, 2019) <sup>[17]</sup>. Formulating new ideas through combining different expressions requires writers' carefulness and deep concentration. Ideas should be linked one another with clear, understandable and comprehensible meaning.

The process also covers the way writers internalize teacher's suggestions and corrections to build comprehension about mistake or error correction in writing. Generally, learners require knowledge on how to figure out their mistakes and errors to avoid misunderstanding in a writing draft (Lalande, 1982) <sup>[28]</sup>. However, mistakes in understanding teacher's explanation on this point causes difficulty to transfer teacher's intention especially to formulate correct utterances. Finally, writers fail to deliver meaningful messages and produce confusion to readers.

Writing teachers as knowledge transferors are demanded to sharpen learners' ability on this particular cognitive level. The purpose is actually helping learners be capable to formulate new expressions/ideas by relating different expressions/ideas and be able to internalize teachers' intention on correcting errors to be addressed for better writing result.

#### ▪ Evaluation Level



**Graph 5:** Learners' Writing Demands in Evaluation Level

Most respondents revealed their difficulties which become their demands in writing concerning the evaluation level. 54% of them had no competence to evaluate their own writing, 44% were not really competent due to the issue and only 3% remains admitted their ability as being competent to undergo the process when learning to

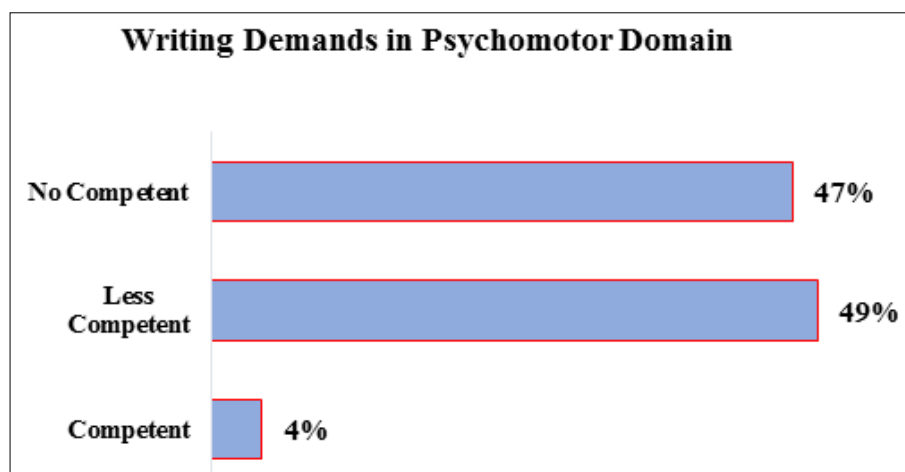
write. The main issues including organizing and expressing the most important ideas to the less important ones and the ability to do correction or revising their writing errors concerning the language and technical aspects. Evaluation as the last step of this domain. In writing process, it comes as practice of seeing errors and analyzing weaknesses for better writing result. It is the final step to modify and clarify sentences, revise weaknesses or convince that a writing draft is convincingly constructed. Basically, completing learners with “appropriate feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that as learning cannot occur without practice,” (Brookhart, 2008) [7]. However, writing teachers should also provide comprehensive explanation related to the applied feedback to help learners understand the function. The problem was experienced by the basic writing learners in which conveyed in the reflection below;

“We were only given marks like circle, underline, quotation mark and others in our drafts but we did not get explanation about the idea of those marks. Therefore, we do not understand errors or mistakes to be corrected.” (R1, R2 & R3, September 30<sup>th</sup>, 2022).

Without the ability to evaluate, writers would not be able to analyze mistakes they have created, organize and state ideas perfectly, stating appropriate language and technical aspects properly to finally produce systematic writing draft. Learners will also fail to design, organize and develop thoughts. Meanwhile, capability to evaluate on the other hand proves how competent a writer is in recognizing and fixing weaknesses. Providing feedback that fit learner’s preferences on the feedback can help improving learner’s writing capability (Aboubakr, 2016) [1].

### Basic Writing Learners’ Demands in Learning to Write Based on Psychomotor Domain.

Besides cognitive, psychomotor aspect also becomes the focus in this study. Since the aspect focused on how basic writing learners implement their writing skill, a range of analysis was also conducted toward the reflective statements to measure how competent the respondents were when learning to write. The following graphic shows the analysis result.



**Graph 6:** Learners’ Writing Demands in Psychomotor Domain

The graphic above shows how significant the difference between percentages of learners’ with low competence even no competence and those who were competent. There were 47% respondents admitted that they were not competent in applying their writing skill covering many aspects. 49% were less competent and the rest 4% were good in writing. Learners’ ability and inability were shown through expressing thoughts or ideas in written form, designing and creating meaningful and systematic English writing draft with appropriate language use, writing techniques and format. Besides that, revising writing errors/mistakes, ability to write without being dependent, practicing different writing strategies and producing meaningful draft to be published.

Learners’ psychomotor demands relates to how competent they are in practicing knowledge they possess along a certain range of learning process. Based on the presented data, learners still admitted their minimum competence to implement their writing knowledge they have learned. It is quite clear that, ineffective teaching treatment gives no positive effect toward learners’ learning development and ends up on learners’ incompetence in application.

As implementation covers all aspects in writing, first step teacher should conduct are treating learners carefully, thoroughly, holistically and trying to involve them in any step of writing process. Because, “Learning to write is easier if learners are engaged in authentic writing activities” (Johnson, 2008). Involving learners to actively participate in writing process and completing them with sufficient knowledge provides opportunity for learners with ability to express thoughts/ideas, design well-arranged writing draft, revise their writing errors or mistakes and create meaningful writing composition.

Accurate approaches, methods and strategies used by writing teachers in teaching and learning process benefits learners much to have sufficient knowledge particularly on the previous aspects asserted. Furthermore, writing

learners are completed well and be ready to apply their writing competence to create meaningful writing draft to present to readers. All the result being discussed in every level in cognitive domain actually figure out how competent beginning writers are to implement their skill or ability. De Silva & Graham (2015) pointed out that improving metacognitive knowledge assists learners to control their language learning process in writing in which sharpening learners' ability to plan, monitor, and evaluate their writing process effectively.

If beginning writing learners are prepared well with advantageous treatment consistently and involve them actively in every process of learning to write, it is highly guaranteed that they will be successful writers who can share ideas properly and meaningfully. On the other hand, inconsistent and inaccurate teaching treatment causes hindrances especially for beginners' development and improvement in writing. Even, they would be led into confusion and failure that hamper their dream to be skillful writers in the future. Writing learners would eventually experience boredom, not confident and hopeless to develop their ability to be qualified English writers.

### Conclusion

Generally, writing beginners definitely encountered difficulties when starting to learn about this skill. Complexity of writing aspects forces EFL learners to put extra effort to be competent writers. As experienced by the Basic Writing learners of STKIP Soe English Department, writing teachers have to consider effective treatment to boost and enhance learners' writing capability that cover cognitive and psychomotor domain. Strengthening learners' capacity in knowledge, comprehension, application, synthesizing and evaluation levels is highly recommended, have to be prioritized and put as prominent substances to achieve in a range of teaching and learning process. The objective is to shape competent and proficient learners who can produce accurate and meaningful writing draft as result of psychomotor application as the other essential domain.

Here, writing teachers' are highly responsible to implement accurate and supportive teaching treatment for the sake of learners' writing capability. Their teaching practices determine learners' success and bring learners experience better quality of writing process. Besides that, scaffold learners to possess sufficient and valuable knowledge and help complete them to be future competent writers.

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