

## Interactive-Based Academic Writing Instruction: A Model for Improving Students' Writing Competence

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### Abstract

*This study investigates the implementation of an interactive-based instructional model in teaching academic writing and its contribution to improving students' writing competence in higher education. Academic writing has become an essential skill for university students, particularly in responding to the demands of scholarly communication and academic publication. However, many students still encounter difficulties in organizing ideas, developing arguments, maintaining coherence, and applying appropriate academic conventions. Traditional teacher-centered approaches are often considered less effective in fostering active engagement and critical thinking during the writing process. Therefore, this study proposes an interactive-based academic writing instruction model that emphasizes collaboration, discussion, feedback exchange, and active student participation. This research employed a qualitative descriptive approach involving university students enrolled in an Academic Writing course. Data were collected through classroom observations, interviews, documentation, and analysis of students' writing performances. The findings indicate that the interactive-based instructional model significantly enhanced students' engagement, confidence, and writing competence. Students demonstrated improvements in idea development, organization, academic vocabulary, grammatical accuracy, and critical argumentation. Furthermore, collaborative interaction between students and lecturers created a more supportive and reflective learning environment. The study concludes that interactive-based academic writing instruction provides an effective pedagogical framework for improving students' academic writing competence and promoting active learning in higher education contexts.*

**Keywords:** *academic writing, interactive learning, writing competence, higher education, collaborative instruction*

### Introduction

Academic writing is widely recognized as one of the most essential competencies in higher education. It serves not only as a medium for communicating ideas and research findings but also as an indicator of students' critical thinking, analytical

ability, and academic literacy. In the context of English language learning, particularly in English as a Foreign Language (EFL) setting, academic writing often becomes one of the most challenging skills for university students. Many students experience difficulties in organizing arguments, developing coherent paragraphs, applying academic vocabulary, and maintaining grammatical accuracy in their writing practices.

The complexity of academic writing requires students to master not only linguistic competence but also critical reasoning and academic conventions. However, the teaching of academic writing in many classrooms still tends to apply conventional teacher-centred approaches in which students passively receive explanations from lecturers without meaningful interaction during the learning process. Such approaches frequently limit students' opportunities to collaboratively construct ideas, exchange feedback, and actively participate in writing activities. As a result, students' writing competence often develops slowly and lacks critical depth.

Recent developments in educational pedagogy emphasize the importance of interactive learning as a student centred approach that encourages collaboration, communication, and active engagement. Interactive-based instruction allows students to participate dynamically through peer discussion, collaborative writing, reflective feedback, and classroom interaction. According to constructivist learning theory, knowledge is effectively constructed through social interaction and active participation. Therefore, integrating interactive learning into academic writing instruction may create a more engaging and productive learning environment.

Several previous studies have discussed collaborative learning and student-centred writing instruction in EFL classrooms. Research findings generally reveal that interactive learning can improve students' motivation, participation, and writing performance. Nevertheless, many existing studies primarily focus on general writing activities rather than specifically examining an integrated interactive model for academic writing instruction at the university level. In addition, limited studies comprehensively explore how interactive-based instruction contributes to students' academic writing competence, particularly in developing argumentation, coherence, and academic expression.

This study attempts to fill the gap by proposing an interactive-based academic writing instruction model that integrates collaborative activities, peer feedback, classroom discussion, and lecturer facilitation within the academic writing process. The study aims to investigate how the implementation of this instructional model influences students' writing competence and learning engagement in higher education contexts.

## **Literature Review**

### **Academic Writing**

Academic writing is an important skill in higher education because it enables students to communicate ideas, develop arguments, and participate in academic discourse. However, many EFL students still face difficulties in organizing ideas, using academic vocabulary, maintaining coherence, and applying correct grammar. Therefore, effective teaching strategies are needed to improve students' writing competence.

Academic writing is not only a product-oriented activity but also a process involving planning, drafting, revising, and editing. Consequently, students need active learning experiences and continuous feedback during the writing process.

### **Interactive-Based Learning**

Interactive learning is a student-centered approach that emphasizes communication, collaboration, and active participation in the classroom. Based on the constructivist theory of Lev Vygotsky, learning occurs effectively through social interaction and collaborative activities.

In academic writing instruction, interactive learning encourages students to discuss ideas, exchange feedback, and revise their writing collaboratively. Such activities help students become more engaged, confident, and reflective writers.

Previous studies have shown that interactive learning can improve students' motivation, participation, and writing performance. Therefore, integrating interactive instruction into academic writing classes may provide a more effective learning environment for university students.

### **Writing Competence**

Writing competence refers to students' ability to produce clear, organized, and academically acceptable texts. It includes several aspects such as content development, organization, vocabulary, grammar, and coherence.

Improving writing competence requires meaningful practice, feedback, and active engagement in the learning process. Through interactive-based instruction, students are expected to improve both their linguistic skills and critical thinking abilities in academic writing.

## **Research Method**

This study employed a qualitative descriptive research design to investigate the implementation of interactive-based academic writing instruction and its contribution to improving students' writing competence. The qualitative approach was used because the study focused on understanding classroom interaction, students' participation, and learning experiences during the academic writing process.

The participants of this study were university students enrolled in an Academic Writing course. In addition, the lecturer teaching the course was also involved as a participant to provide information regarding the implementation of the instructional model. The participants were selected purposively because they were actively engaged in interactive learning activities during the writing class.

The data were collected through classroom observation, semi-structured interviews, and documentation. Classroom observations were conducted to examine students' interaction, participation, and collaborative learning activities during the writing process. Interviews were used to explore students' perceptions and experiences regarding the implementation of interactive instruction. Meanwhile, documentation such as students' writing assignments and classroom materials was analysed to identify the development of students' writing competence.

The collected data were analysed using qualitative data analysis techniques consisting of data reduction, data display, and conclusion drawing. The researcher categorized the data based on themes related to classroom interaction, students' engagement, and writing improvement. Students' writing performances were analysed based on several aspects, including organization, grammar, vocabulary, coherence, and argument development.

To ensure the trustworthiness of the findings, the study applied triangulation by comparing the results from observation, interviews, and documentation. This process was conducted to strengthen the credibility and validity of the research findings.

### **Findings**

The findings of this study revealed that the implementation of interactive-based academic writing instruction positively influenced students' writing competence and classroom participation. During the classroom observations, students showed more active involvement in writing activities through discussion, peer collaboration, and feedback exchange. The learning process became more dynamic because students were encouraged to participate actively rather than only listening to lecturer explanations.

At the beginning of the course, many students experienced difficulties in organizing ideas, developing arguments, and maintaining coherence in their academic writing. Several students also demonstrated limited vocabulary usage and grammatical accuracy. However, after the implementation of interactive learning activities, students gradually showed improvement in constructing organized paragraphs and expressing ideas more clearly.

The findings also showed that peer feedback activities played an important role in improving students' writing performance. Through peer review sessions, students became more aware of grammar mistakes, vocabulary usage, coherence, and paragraph organization. Students actively exchanged suggestions and

comments regarding their classmates' writing, which helped them revise and improve their own work.

Interview results indicated that most students responded positively to the implementation of the interactive-based instructional model. Students stated that the learning process became more enjoyable, collaborative, and motivating. They felt more confident in expressing ideas because classroom interaction provided opportunities for discussion and idea sharing.

Furthermore, the lecturer explained that students became more engaged and motivated during writing activities. The lecturer also observed improvements in students' critical thinking and argument development. Students were more capable of presenting logical ideas and supporting arguments in their writing assignments.

The analysis of students' writing documents demonstrated improvements in several aspects of writing competence, including organization, coherence, vocabulary usage, grammar accuracy, and argument development. Students' writing became more structured and academically organized after participating in interactive learning activities.

### **Discussion**

The findings of this study indicate that interactive-based academic writing instruction contributes positively to students' writing competence and learning engagement. The implementation of collaborative discussion, peer feedback, and classroom interaction created a more active and supportive learning environment. This finding suggests that writing instruction becomes more effective when students are actively involved in the learning process.

The improvement in students' writing competence reflects the importance of interaction in language learning. Through discussion and collaborative activities, students were able to exchange ideas, negotiate meaning, and improve their understanding of academic writing structure. These activities also helped students develop confidence in expressing academic arguments and revising their writing critically.

The effectiveness of peer feedback activities supports the idea that students can learn from one another through collaborative interaction. Peer review enabled students to identify weaknesses in writing related to grammar, organization, and coherence. In addition, feedback exchange encouraged reflective learning because students not only received comments but also evaluated the writing of others.

The findings of this study are consistent with the constructivist theory of Lev Vygotsky, which emphasizes that learning occurs through social interaction and collaboration. Interactive learning activities provided opportunities for students to construct knowledge collectively and participate actively in the writing process. This collaborative environment helped students improve both linguistic competence and critical thinking skills.

The positive responses from students also indicate that interactive learning can increase motivation and reduce anxiety in academic writing classes. Traditional writing instruction often places students in passive learning situations, while interactive instruction encourages communication and participation. As a result, students became more engaged and interested in writing activities.

Moreover, the lecturer's observations revealed that students demonstrated better argument development and classroom participation after the implementation of the instructional model. This finding suggests that interactive learning not only improves technical writing skills but also develops students' ability to think critically and communicate ideas academically.

Although the implementation of interactive-based instruction showed positive results, several challenges were identified. Some students initially lacked confidence in giving feedback to peers, and interactive activities required more classroom time than conventional instruction. However, these challenges gradually decreased as students became more familiar with collaborative learning practices.

Overall, the study demonstrates that interactive-based academic writing instruction provides meaningful learning experiences and effectively improves students' writing competence. The model promotes active participation, collaboration, and reflective learning, making it a suitable pedagogical approach for teaching academic writing in higher education contexts, particularly in EFL classrooms.

**Conclusion**

This study concludes that the implementation of interactive-based academic writing instruction positively contributes to the improvement of students' writing competence and classroom engagement. The instructional model encouraged students to participate actively through collaborative discussion, peer feedback, and reflective learning activities. As a result, students demonstrated improvements in several aspects of academic writing, including organization, coherence, vocabulary usage, grammar accuracy, and argument development.

The findings also revealed that interactive learning created a more supportive and motivating classroom environment. Students became more confident in expressing ideas, exchanging opinions, and revising their writing collaboratively. In addition, peer interaction and classroom discussion helped students develop critical thinking and academic communication skills during the writing process.

This study further highlights the importance of student-centered learning approaches in academic writing instruction. The integration of interaction and collaboration enabled students to become more engaged and independent learners. Therefore, interactive-based instruction can be considered an effective pedagogical model for teaching academic writing in higher education, particularly in EFL contexts.

Despite its positive outcomes, this study acknowledges several limitations, including limited classroom time and students' initial lack of confidence in providing peer feedback. Future studies are recommended to explore the implementation of interactive-based writing instruction using larger participants, different educational contexts, or mixed-method research designs to obtain broader findings.

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