

# CONSTRUCTING MINDFULNESS-BASED WRITING INSTRUCTION IN GLOCALIZED LANGUAGE EDUCATION: A STUDY ON STUDENTS' WRITING ABILITY

Vike Aprilianin Marwintaria Saputri

Jinarakkhita Buddhist College of Lampung, Indonesia

[vikeaprilianin-marwintariasaputri@stiab-jinarakkhita.ac.id](mailto:vikeaprilianin-marwintariasaputri@stiab-jinarakkhita.ac.id)

## ABSTRACT

*Writing as an academic task is considered the hardest part of English instruction and learning. Communicative skills in writing can be taught by using one strategy that is mindful learning. The purpose of this study was to provide insights into the effectiveness of mindfulness-based writing instruction in enhancing students' writing ability within the framework of glocalized language education. The study was carried out from January to April 2024 at the Jinarakkhita Buddhist College of Lampung. The population of the research was the second-semester Buddhist Communication Science Department students in the academic year 2023-2024. In this study, the researcher attempts to incorporate mindfulness into the writing process. The researcher used a rubric score to analyse and measure the students' writing ability before and after treatment. The data were collected by administering essay writing to assess students' writing ability. The result showed that an increase in the in the pre-test and post-test average score from 48.5 to 62. There is a significant difference in writing competency between the students who are taught by using a mindfulness-based writing instruction and the students who were taught by using conventional writing strategy. The finding showed descriptively that the students who were taught by using mindfulness-based writing instruction achieved better writing comprehension. In conclusion, the second semester students' writing abilities have improved as a result of the use of mindfulness-based writing instruction as they are more expressive and creative in conducting the idea. Besides that, mindfulness-based writing instruction emphasizing self-awareness and presence during the writing process. It can improve productivity, mental well-being, collaboration and learning for students.*

Keywords: glocalized language education, mindfulness, writing ability

## INTRODUCTION

The term "glocalization" cannot be separated from "globalization". Globalization is considered as the worldwide spread of common values, beliefs, knowledge, traditions, customs, and other cultural phenomena throughout the globe. Whereas glocalization is commonly a term used to refer to the modification of a global product to meet local needs and norms. Glocalization is the result of the process of

globalization and localization (Ahmadian & Rad, 2014). Pawan (2019) stated that in the field of language teaching, glocalization refers to the process of adapting external and local pedagogical knowledge into teachers' classroom practices. The interest paid to glocalization as a process stems from the recognition that teaching approaches have limited utility in places other than the places in which they were originally developed. Afterwards, in language teaching, this has manifested itself in the way English is widely used as the international or global language or "the shared linguistic code" (Ahmadian & Rad, 2014). English communication skill is crucial for everyone living in this globalization era to compete with others since it is used as a tool of communication internationally. The use of English as an international language has connected a number of people all over the world. This brings consequences for English language learners to develop their social and professional communication skills. The developments of language skills effect on person's productive ability. Furthermore, English has played an important role in various aspects such as business, education, science, technology, media, and so on. Especially in education, English is taught and studied at every level of education from kindergarten to university (Nabila & Joko, 2022). Ayu & Indrawati (2020) stated that English has been considered a foreign language in Indonesia. The English language has four macro skills which are either receptive or productive. Reading and listening belong to receptive skills. By reading or listening, language learners receive ideas, thoughts and opinions. On the other side, writing and speaking are productive skills. It means that through writing and speaking the learners produce ideas, concepts and meaning from context. In this case, writing which is one of these productive skills needs to be focused on education (Chicho, 2022).

Listening, speaking, reading, and writing are the four communication skills in English. Communication skills are important and teachable. When sharing and receiving various types of information, communication skills are used. A clear, effective, and efficient style of communicating is a really special and useful skill. In daily life, communication enables us to connect with people, share our experiences and needs, and strengthen our bonds. It gives us the chance to communicate our views, share information, and express our emotions. On the other hand, ineffective

communication techniques result in frequent misunderstandings and dissatisfaction. Therefore, effective communication skills are needed in daily life.

There are five types of communication skill that is verbal communication, non-verbal communication, written communication, listening, and visual communication. In this case, the researchers choose written communication because communicative skills in writing is needed by a writer to enable him/her communicate his/her ideas and thoughts in meaningful form in giving arguments or comments, in a way that it can be received and easily understood. These skills are reflected in the way a writer expresses his/her thoughts clearly (Fadilah, 2020). Writing is the most important skill in learning a language because the extent to which a student can demonstrate their academic ability is heavily reliant on their ability to express themselves in written communication. This statement is supported by Zaswita & Rodiyal (2020), that is the EFL classroom, the students not only wish to learn writing as essential components of learning but also to apply to their academic and professional life. Therefore, having a good writing is crucial for students because it is not only for students' skill development, but also as communication skill which is essential in today's information society (Sari & Putri, 2019).

Writing as an academic task is considered the hardest part of English instruction and learning. Efficient and effective writing skills are needed in communication to achieve a comprehensive and meaningful discussions of ideas. Good writing skills allow students to communicate their ideas or messages with clarity and simplicity. Students are usually required to write essays in examinations, reports in course projects, and writing portfolios. These writing activities require a higher level of writing skills (Quines, 2023). Writing skill is a special attitude that writers can set their opinions into words with it. By means of writing skills, learners mentally interact with words and messages. Writing is an integral fragment of language practice. Using a set of symbols also represents the language in a textual medium. However, writing is a challenging ability. It is difficult to write coherently. It needs the abilities of combing words and sentences (Chicho, 2022).

To make writing fun and comfortable, the students must understand the writing process. The process refers to the steps of developing ideas in order. Based on

Soreson (2009) as cited in Putri (2021) revealed that writing processes includes several steps, as follows: (1) pre-writing: refers to kinds of things of the students do to get ready to write, helpful hints to suggest how to think, how to plan, and how to make choice. Pre-writing prepares the students to write freely, (2) writing: suggestions for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs and good multi-paragraphs papers, (3) revising: in this stage, the students are helped with probably toughest part of writing, such as polishing the composition, improving content, improving structure, improving continuity, and improving emphasis. The goal of this phase of the writing process is to improve the draft, (4) proofreading: once the students have completed the revision, they need to check spelling, punctuation, grammar, mechanics, and usage. However, writing is difficult to acquire. According to Benson & Heidish in Ahmed (2016) as cited in Putri (2021) revealed that the level of difficulty is significantly higher when a foreign language is involved. Differences in the language structures, the manner of expressing thoughts, writing styles, and other culturally varying factors greatly affect the writing of foreign language learners. Furthermore, to create good writing, the writer must deal with various writing components, such as grammatical structure, vocabulary, and punctuation. Therefore, students often make mistakes in composing their writing, so that the idea of the text is not well delivered. The insufficient vocabulary and less writing skill to develop and organize the materials can be some factors influencing students' writing skill (Ayu & Zuraida, 2020).

The modern approach to teaching writing should prioritize student-centered learning, as traditional methods are often ineffective in today's digital age. Teachers continue to rely on conventional methods like lectures and drills because they are straightforward to implement in the classroom, but this approach is not well-suited for 21st-century learning. To effectively teach writing, English teachers should adopt authentic strategies that provide students with real-world experiences and opportunities, mirroring the conditions they will encounter outside the classroom. Despite these challenges, communicative skills in writing can be taught by using one strategy that is mindful learning. In the education field, mindfulness has been widely applied in the classroom. Moreover, in the context of EFL especially, mindfulness is

very relevant to be applied since it stimulates openness to something new, a flexible point of view, context-based thinking, and creative ideas of learning a new language. With mindfulness, language learning is not only for the learning itself but to find the true voice of the EFL learners. With mindfulness they express their ideas, their voice, their identity (Piscayanti, 2022). Mindfulness mediation has been applied to improve well-being and mental health to improve students' health status and academic performance (Liu, 2021). It can enhance people's attention, memory, and critical awareness, promoting students' social skills and academic outcomes (Biber DD, 2020). Mindful individuals are those who are self reflective, nonjudgmental, and purposive (Leah & Nathan, 2015). Mindfulness is most often expressed through the thoughtful and intentional use of verbal and nonverbal communication (Anthony & Vidal, 2010).

According to Garretson (2010) as cited in Waldman (2019) revealed that mindfulness meditation practice and writing in EFL share several qualities. When practiced seriously, mindfulness and writing both bring about greater self-awareness and greater self-regulation. Mindfulness practice develops reflective abilities about one's thoughts and feelings, while writing practice develops reflective abilities about one's ideas and language. Both meditation and writing are usually done in silence. Meditation is done in silence so one can be aware of thoughts and feelings as they arise, and writers often write in silence to connect to thoughts and language processes. Even in collaborative writing, there are moments of silence as participants connect to their thoughts. Moreover, various writer-centered writing tasks parallel various mindfulness exercises. For example, mindfulness meditation practice involves following the breath and accepting whatever arises. Similarly, free writing involves following ideas and language and accepting whatever transpires. Furthermore, in mindfulness meditation one notes thoughts as they arise and lets them go, deciding post-meditation whether to return to them for greater investigation, whereas in pre-writing activities such as brainstorming, learners note thoughts and decide post brainstorming whether ideas are worth expanding. The parallels between mindfulness meditation and writing closely connect cognition and emotion which function simultaneously whenever teachers are teaching (Barcelos & Ruohotie-Lyhty (2018) as cited in Waldman (2019). Therefore, writing and mindfulness are practices.

You become mindful by practicing mindfulness and you become a writer by writing (Gilbert, 2019).

The interconnectivity of peoples worldwide is sufficient rationale for foreign language learners to develop the relevant competences for intercultural interactions in both local and global-glocal contexts (Madden, 2022). Glocalization is the practice of combining global and local approaches. In English language teaching, it involves adapting materials to reflect the students' local environment while still equipping them with intercultural communication skills. Nevertheless, it is a phenomenon that teachers are unfamiliar with in many parts of the world (Wagdi, 2024). Glocalization is a trend that requires individuals to be literate in their native languages and a target language. The use of a foreign language or a non-native language leads to language anxiety (Jonalyn, 2022). Therefore, in this study, the researcher is interested in investigating whether a mindfulness-based writing instruction gives a significant effect to promote students' written communication ability in glocalized language education.

## METHODS

In this study, the researcher uses a quantitative approach as a method to conduct this study. Apuke (2017) stated that quantitative research is the study that deals with quantifying and analyzing variables to get results. The researcher tried to investigate whether a mindfulness-based writing instruction gives a significant effect to promote students' written communication ability in glocalized language education. This study used a pretest-posttest experimental group design. The students were taught in the same classroom for one hundred in each treatment. The pretest-posttest experimental group is taught using mindfulness-based writing instruction. At the end of the treatment, the students are given post-test to identify the difference in the writing competency. This study was carried out at Buddhist Communication Science Department, Jinarakkhita Buddhist College of Lampung which located at Jalan Raya Suban No.86, Pidada Village, Panjang District, Bandar Lampung 35241, started from

February 20<sup>th</sup> –April 20<sup>th</sup> 2024. This present study involved 21 students (10 males, 11 female).

In assessing students' writing competency, a rubric for assessing writing was used. The rubric consists of five dimensions of writing namely: content, organization, vocabulary, language use, and mechanics (JB. Heaton, 1988). Each dimension consisted of several indicators and had different weight in scoring. A validity and reliability test were conducted as well to make sure the appropriateness of instrument used in this study. The result of validity from expert judgment show .82 while the result of reliability test show .90. According to Pallant (2016) as cited in Saputra (2020) revealed that a valid and reliable instrument can be achieved if the value exceeds .80. Therefore, the instruments used in this study are valid and reliable.

## **RESULT AND DISCUSSION**

The result is presented according to the research question: what is the effect of a mindfulness-based writing instruction on students' written communication ability in glocalized language education. To answer this research question, data were gathered by administering pre-and post-tests of essay writing. Inter-rating was used for test reliability, which involved the researcher and one of the English lecturers at Jinarakkhita Buddhist College of Lampung.

In this study, the researcher used a rubric score to analyze and measure the students' an analytical exposition writing ability. In this case, the researcher used the J.B. Heaton rubric score because it was appropriate for the purpose of this research, which was to determine students' an analytical exposition writing ability. J.B. Heaton's rubric score included content, organization, vocabulary, language use, and mechanics.

The scores from the two inter-raters in this study were combined, and these were the final and average scores. The highest final score of the writing pre-test was 62, and the lowest final score was 35. The researcher had not given any treatments to the students at the time. As a result, it was not surprising that their score was still low

at that time. The students worked for ninety minutes on the writing pre-test. The students wrote what they knew based on their own experiences over the course of the semester. They did the pre-test while still paying attention the instructions in the pre-test paper provided by the researcher.

In this situation, the students struggled because they had assumed that writing was a difficult and boring subject. They were unsure how to begin writing on their paper. Although the students had many ideas to write about, they were unsure how to organize their thoughts and choose effective words/idioms. Aside from that, the students did not understand the tenses that were used. Even with the mechanics' issues, they were still irregular. However, they still continued writing what they knew in this pre-test section. The students' writing pre-test results for each aspect of writing were as follows: content 15.7, organization 11.5, vocabulary 10.5, language use 10.9, and mechanics 2.5.

Inter-rating was used in scoring the students' writing post-test, just as it was in scoring the writing pre-test. The results were as follows: the highest final score of the writing post-test was 70, and the lowest final score was 54. The researcher had given the students any treatments based on mindfulness-based writing instruction at the time. They completed the writing post-test in ninety minutes. In this study, the researcher attempts to incorporate mindful learning into the writing process. To combine those two things, the researcher would use the five stages of the writing process as cited in Faraj (2015). The procedure of mindfulness-based writing instruction are as follows:

Table 1: Stage of Mindfulness-based Writing Instructions

Writing Process	Mindful Learning	Mindfulness-Based Writing Instructions
Stage 1: Pre – Writing a. Students choose a topic. b. Students gather ideas. 1. Brainstorming (diagram (clustering) or randomly listing ideas) 2. Reading 3. Interviewing c. Students organize ideas. d. Students define a topic sentence. e. Students write an outline for their writing	Presence: Be fully present in the conversation/composition, giving your undivided attention to the person you are communicating with/the readers. Avoid distractions and focus on the present moment.	1. Be fully present in your writing preparation, giving your full attention to what you are about to do. Avoid distractions and focus on the present moment. 2. Students choose a topic. 3. Students gather ideas. a. Brainstorming (diagram (clustering) or randomly listing ideas) b. Reading c. Interviewing
Stage 2: Drafting	Active Listening: Listen	4. Listen attentively to the

<ul style="list-style-type: none"> <li>a. Students write a rough draft.</li> <li>b. Students emphasize content rather than mechanics.</li> </ul>	<p>attentively to what the other person is saying without interrupting or formulating responses in your mind. Maintain eye contact, nod, and provide verbal cues to show that you are engaged.</p>	<p>information obtained. Maintain your concentration in writing to show that you understand what you are writing about.</p>
<p>Stage 3: Revising</p> <ul style="list-style-type: none"> <li>a. Students re – read their writing.</li> <li>b. Students share their writing with teacher.</li> <li>c. Students participate constructively in discussion about their writing with teacher.</li> <li>d. Students make changes in their compositions to reflect the reactions and comments of teacher. Besides that, students make substantive rather than only minor changes.</li> </ul>	<p>Non-Judgment: Suspend judgment and preconceived notions about the other person or the topic of conversation. Approach the conversation with an open mind, allowing space for different perspectives and opinions.</p>	<ul style="list-style-type: none"> <li>5. Students write a rough draft.</li> <li>6. Students emphasize content rather than mechanics.</li> <li>7. Students re – read their writing.</li> <li>8. Students share their writing with teacher.</li> <li>9. Students participate constructively in discussion about their writing with teacher.</li> <li>10. Approach your writing with an open mind, making room for different perspectives and opinions.</li> <li>11. Put yourself in the position of trying to see the situation from the other person's perspective. Show empathy and compassion in your response.</li> <li>12. Students make changes in their compositions to reflect the reactions and comments of teacher. Besides that, students make substantive rather than only minor changes.</li> </ul>
<p>Stage 4: Editing</p> <ul style="list-style-type: none"> <li>a. Students proofread their own writing.</li> <li>b. Students increasingly identify and correct their own mechanical errors.</li> </ul>	<p>Empathy: Seek to understand the other person's feelings, needs, and experiences. Put yourself in their shoes and try to see the situation from their perspective. Show empathy and compassion in your responses.</p>	<ul style="list-style-type: none"> <li>13. Students proofread their own writing.</li> <li>14. Students increasingly identify and correct their own mechanical errors.</li> </ul>
<p>Stage 5: Publishing</p> <ul style="list-style-type: none"> <li>a. Students make the final copy of their writing.</li> <li>b. Students publish their writing in appropriate forms.</li> <li>c. Students share their finished writing with the teacher.</li> </ul>	<p>Breath Awareness: Stay aware of your breath during the conversation. If you feel tension or stress rising, take a few deep breaths to centre yourself and regain composure before responding.</p>	<ul style="list-style-type: none"> <li>15. Stay aware of your breath during writing. If you feel you have no more ideas to write, take a few deep breaths to centre yourself and regain composure before continuing to write.</li> <li>16. Practice patience and avoid rushed writing. Allow for moments of silence, as it can provide space for reflection and deeper understanding.</li> </ul>
	<p>Patience and Silence: Practice patience and avoid rushing the conversation. Allow moments of silence, as they can provide space for reflection and deeper understanding</p>	<ul style="list-style-type: none"> <li>17. Students make the final copy of their writing.</li> <li>18. Students publish their writing in appropriate forms.</li> <li>19. Students share their finished writing with the teacher.</li> </ul>

Finally, the students completed their post-test on writing. The following were the results of the students' writing post-tests: content 19.2, organization 13.6, vocabulary 13.2, language use 16.15, and mechanics 3.0. Furthermore, by comparing the average score of the pre - test and post - test, students' writing ability improved from 48.5 to 62. As a result, there was a 13.5% improvement. The end result was as follows:

*Table 2: The Students' Writing Improvement  
Paired Samples Statistic*

	Mean	N	Std. Deviation	Std. Error Mean
Pair1 Writing_Pretest	48.5000	21	6.19001	1.29071
Writing_Posttest	62.0000	21	3.46353	0.72220

The t - test was used to determine whether the improvement was significant or not. The end result was as follows:

*Table 3: Paired Samples Test*

	Paired Differences					T	df	Sig.(2-tailed)
	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Posttest-Pretest	25.82609	7.81404	1.62934	22.44704	29.20513	15.851	20	.000

The researcher compared t-value to t-table using the table above. The t-value in this case was 15.851, while the t-table was 2.085. If t-value > t-table, the current study's result was significant. This could imply that mindfulness-based writing instruction could improve students' writing ability significantly over conventional strategies.

The table above also shows a significant difference in the students' writing pre-test and post-test scores. According to the Paired Sample T-Test, the treatment had a significant impact on the students' scores, as indicated by the sig. (2-tailed) value of .000. Furthermore, mean score of 5.25 the treatment had the greatest positive impact on the "language use" aspect of writing.

## DISCUSSIONS

Mindful Learning has been widely used in education nowadays due to its significant and valuable impacts towards learning. Mindful learning is an effective tool to enhance students' awareness of learning, students' engagement with the context of learning and students' flexibility towards new ideas in learning. The three main characteristics of mindful learning above raise students' motivation and ownership of learning. It is shaping the student's new perspective and leading them to powerful impact of learning (Piscayanti, 2018). So, it's not surprising if mindful learning is used as a powerful strategy to enhance the students' achievement in learning. Furthermore, in mindful learning, the students also were allowed to think freely but remain in the guidance. There was no right or wrong answer of their thought because the opinions of students in mindful learning were not absolute because they were all based on thought. This part explained how could mindfulness-based writing instruction promote students' writing ability in the writing classroom. Without a doubt, mindfulness practice did seem to have a positive effect on students' writing ability. Therefore, the students' responses were encouraging, suggesting that they had gone through a learning process that was meaningful both practically and emotionally.

In this study, researcher attempts to incorporate mindfulness into the writing process. Mindful writing is an approach to writing that emphasizes self-awareness, mindfulness, and presence while writing. Mindful Writing is the practice of writing with full awareness, without distraction, and with a focus on the present moment experience. It involves self-observation, emotional understanding, and a deep connection with the writing process. In mindful writing, writers are invited to be aware of every detail, thought, and feeling that arises during the writing process. In academic writing, mindful writing can be an effective tool, including: improving the quality of writing and argumentation, overcoming creative and writing blockages, enhancing reflection and introspection in the preparation of writing, enriching content with deeper and weightier ideas, increasing awareness of the audience and purpose of writing.

The incorporation of mindful learning in this study led students to adopt a more holistic approach to understanding a situation, considering multiple viewpoints. This approach allowed students to engage actively in the learning process by identifying and developing their own written concepts based on their personal opinions. By utilizing their critical thinking skills, students were able to gather information from diverse sources, including books, personal experiences, and teacher-provided material. This process involved students in actively seeking out subject matter information, requiring them to mentally process and analyze the material. Students sought to gather as much information as possible and then share their findings in discussions before incorporating them into their written work. Additionally, mindful learning effectively captured students' attention in the learning process, sparked their emotions and passion for expressing opinions, and stimulated their critical thinking. This outcome was achieved because students were able to discover their own ideas from various sources and perspectives, creating a new and enjoyable learning atmosphere. In line with that, Y. Wang and Liu (2016) as cited in Saputra (2020) found that mindful helps students to generate new thoughts and become aware of their thinking; mindfulness facilitates their learning process, cultivates creativity and intelligence; mindful cooperative learning provides students with an opportunity to discover their awareness, learn from others, reflect and think critically. In this case, the students felt facilitated and motivated in the learning process so that the ability of students to write paragraphs increases. Carrying out the discussion before writing an analytical exposition will make it easier for students to compile an analytical exposition paragraph itself. Therefore, during mindful learning, students participated in discussions where they gathered as much information as they could about the topic and then shared it before writing. This approach allowed students to express their thoughts and provide feedback to their peers. The use of mindful learning in this study greatly affects students' awareness of their writing process (Kong et al., 2014 as cited in Saputra (2020)). In this way, students know their mistakes and shortcomings during writing process. This can also be said to be a student's self-evaluation of their writing ability. Self-evaluation in a writing process is very important in order to improve the quality of student writing (Bing, 2016; Ratminingsih et al., 2018 as cited in Saputra (2020)).

As a result, the current study discovered that mindfulness-based writing instruction helped students improve their writing processes. In this situation, the students indicated that mindfulness-based writing instruction helped them explain their ideas in writing, allowing them to modify their work later. Then, the students arranged their work in the proper formats. In other words, the student's writing abilities may develop in areas such as content, organization, vocabulary, language use, and mechanics. Furthermore, the students created an analytical exposition both inside and outside of writing class felt comfortable and fun.

## CONCLUSIONS

This study highlights the effectiveness of incorporating mindfulness into the writing process to enhance students' writing ability in a globalized language education setting. The findings indicate that students who received mindfulness-based writing instruction showed significant improvements in their writing competency, especially in language use, compared to those who did not receive the treatment. Therefore, the impact of mindful learning on writing skills is substantial, leading to notable improvements in writing performance. Moreover, it not only enhances writing abilities but also fosters creativity and critical thinking in students, making it a highly effective and productive approach.

Furthermore, this study also suggests that mindfulness-based writing instruction can be a valuable tool in improving students' writing skills, particularly in areas such as content, organization, vocabulary, and mechanics. In addition, mindful learning can also be applied to other English skills, such as listening, speaking and reading. So that students can focus on every English lesson.

## REFERENCES

- Ahmadian, M., & Rad, S. E. 2014. Post-method era and glocalized language curriculum development. *Journal of Language Teaching and Research*, 5(3), 592-598.
- Anthony, M. K., & Vidal, K. 2010. Mindful communication: A novel approach to improving delegation and increasing patient safety. *Online Journal of Issues in Nursing*, 15(2).
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40-47. doi:10.12816/0040336.
- Ayu, M., & Indrawati, R. 2019. EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik: Jurnal Bahasa dan Sastra*, 16(1), 21-25.
- Ayu, M., & Zuraida, Z. (2020). Enhancing Descriptive Paragraph Writing of Secondary Students through Shared Writing. *Journal of Research on Language Education*, 1(1).
- Biber DD. 2020. Integration of A Mindfulness Meditation Lab for University Students. *Building Healthy Academic Communities Journal*, 4(2), 88-95. DOI: <https://doi.org/10.18061/bhac.v4i2.7666>
- Chicho, Kanar Zirak Haseeb. 2022. An Analysis of Factors Influencing EFL Learners' Writing Skills. *Canadian Journal of Language and Literature Studies*, 2 (2), 28-38.
- Fadilah, Nurul., et al. 2020. Developing Students' Communicative Writing Skills through Blogging. *International Journal of Modern Languages and Applied Linguistics*, 4 (3), 1-13.
- Faraj, Avan Kamal Aziz. 2015. Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6 (13): 131-141.
- Gilbert, Francis. 2019. Mindfulness and Creative Writing. *Writing in Education* (77), ISSN 1361- 8539 [Article].
- Heaton, JB. 1988. *Writing English Language Test*. New York: Edinburg Gate.
- Jonalyn., et al. 2022. Language Anxiety for Non-Native Speakers: A Review Paper. *International Journal of Linguistics, Literature and Translation*. 68-72.

- Leah M. Omilion-Hodges & Nathan M. Swords. 2015. Communication That Heals: Mindful Communication Practices from Palliative Care Leaders. *Health Communication*, DOI: 10.1080/10410236.2014.953739
- Liu, Yang. 2021. The Effect of Mindfulness Meditation on Academic Performance of Students. *Advances in Social Science, Education and Humanities Research*, 638, 56-61.
- Madden, Oneil. 2022. Fostering Foreign Language Student Teachers' Glocal Competence Through Telecollaboration. *Australian Journal of Applied Linguistics*, 5(3), 1–21. <https://doi.org/10.29140/ajal.v5n3.53si4>
- Nabila, Amirotul., & Joko Wibowo. 2022. A Comparative Study of Writing Competence Between Extrovert and Introvert Students at MTS Miftahul Ulum Sumbermanjing Wetan Malang. *English Language Teaching Journal*, 2 (1), 111-120.
- Pawan, Faridah., et al. 2019. Methods as Interpretation and Glocalization, not Application: Water Far Away Will Not Put Out Nearby Fires. *The Electronic Journal for English as a Second Language*, 22 (4), 1-17.
- Piscayanti, Kadek Sonia. 2018. The Power of Mindful Learning in Professional Development Course. *SHS Web of Conferences*, 2-5. <https://doi.org/10.1051/shsconf/20184200100>
- Piscayanti, Kadek Sonia. 2022. Mindful, Authentic, Strong Voice: Constructing A Mindfulness-Based Classroom Materials for EFL Poetry Learners. *The Proceedings of the English Language Teaching, Literature, and Translation (ELTTL)*, 11 (1), 130-138.
- Putri, Nikenda., et al. 2021. Using Facebook To Practice Writing Skill: What Do the Students Think? *Journal of English Language Teaching and Learning (JELTL)*, 2 (1), 45-50.
- Quines, Zaldy Maglay. 2023. Impact of Students' Vocabulary Level to their Reading and Writing Performance. *International Journal of English Language and Linguistics Research*, 11 (2), 18-32.
- Saputra, Made Julio., et al. 2020. The Effect of Mindful Learning on Students' Writing Competency. *Jurnal Pendidikan Indonesia (JPI)*, 9 (4), 553-564.
- Sari, F. M., & Putri, S. N. 2019. Academic WhatsApp Group: Exploring Students' Experiences in Writing Class. *Teknosastik: Jurnal Bahasa dan Sastra*, 17(2), 56-65.
- Waldman, Tina., et al. 2019. Mindfulness and Self-Efficacy for Teaching Writing in English as a Foreign Language. *Konin Language Studies*, 7 (1), 11-28.

Wagdi., et al. 2024. EFL Teachers' Attitudes Towards a Glocalized Approach: An International, Mixed-Methods Study. *Jurnal Arbitrer*, 11 (1), 13-28. DOI: <https://doi.org/10.25077/ar.11.1.13-28.2024>

Zaswita, Hermi., & Rodiyal Ihsan. (2020). The Impact of Personality Types on Students' Writing Ability. *Jurnal Pendidikan Indonesia (JPI)*, 9 (1), 75-84