

# Journal-Keeping Instructional Strategies and Secondary School Students' Essay Writing Achievement in Ondo State, Nigeria

**Owolewa, Olusegun O.**

*Department of Arts Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria*

*\* Corresponding author, Email: olusegun.owolewa@aaau.edu.ng*

## Abstract

---

*This study determined the effects of journal-keeping instructional strategies on secondary school students' performance in essay writing in Ondo State, Nigeria. The quasi-experimental research design involving pretest-posttest control group was adopted for the study. The stratified random sampling technique was used to select six secondary schools from Ondo North Senatorial District, Nigeria. The instruments for the study were Essay Writing Achievement Test and instructional guides. Findings revealed that treatment ( $x = 39.27$ ) had main significant effect to students' achievement in essay writing. Similarly, there was also a significant effect of feedback ( $x = 62.79$ ) on students' achievement in essay writing. However, there was no interaction effect of age and treatment on students' essay writing achievement. Consequently, the study recommended among others, that Journal-Keeping strategy should be integrated as a component of essay writing instruction.*

**Key words:** Essay writing, Journal-keeping, Instructional Strategies, Feedbacks, Academic Performance

---

## Introduction

All languages of the world, inclusive of English language, have four basic language skills – listening, speaking, reading and writing. While listening and speaking skills are categorized as oracy skills, reading and writing are literacy skills. The fundamental objective of language learning in school is for students to achieve competence and proficiency in the language skills. Even if there are some levels of interrelationship between these language skills, however, there is a still a sense of dependency as the learning of one language skill is hinged on the acquisition of other preceding skills. On the language acquisition scale, writing occupies the ultimate stratum and to a great extent determines the success of students' academic endeavours.

Writing, fundamentally, an act of transcribing an idea or thought down onto a surface – paper, board etc. using certain symbols is a complex language skill. Its complexity stems from the fact that it is not naturally acquired; it can only be learned in formal education settings. It requires the coordination of fine motor skills and cognitive skills (Aika, 2020). To write, one needs to develop a designed idea (content), have an organizational skill, a good expression, a

mechanical accuracy skill and a mental representations of knowledge, and of experience with grammar (Abdullahi and Salisu, 2020). As Ayodele (2020) observes, a writer must be able to integrate language segment coherently and simultaneously be able to think critically to generate idea from his/her thoughts. These technicalities in writing make it the most challenging skill for language learners to acquire in academic contexts.

In the Nigerian context, the teaching of writing as a language skill is done by professionally trained English Language teachers. And the mastery of it – writing skill; is so expedient that students who lack good writing skill will be unable to obtain the minimum pass required to gain admission into any tertiary institution in Nigeria. However, reports about secondary school students' writing skill in Nigeria leave one with much to be desired. Yearly, WAEC Chief Examiners' Reports have consistently revealed that candidates perform poorly in written section of English language assessment (Aika, 2020) which scholars have often linked to inappropriate teaching strategies (Shaumiwaty, 2020) adopted by English language teachers.

Studies on English as a Second language (ESL) have typified varieties of strategies for teaching writing – feedback strategies (Kuntariati and Lailiyah, 2016), self-regulated strategy (Liberty and Conderman, 2018), Internet-based writing strategy (Cahyono and Mutiaraningrum, 2015), social media-based writing strategy (Sarango and Castro, 2023) amongst others. Nevertheless, it is observed that English language teachers in Nigeria are still inundated in the traditional strategies of teaching writing skill which only focused on grammar teaching (Ogunyemi, 2023) without factoring other important components involved in writing. A number of reasons could account for this which may include teachers' limited knowledge or awareness on the evolving teaching strategies. One of the strategies which have been reported to have prospects to aid students' writing skill at secondary school level is journal-keeping instructional strategy.

Journal-keeping instructional strategy is a daily ritual of capturing one's thoughts, experiences, and emotions on paper. This strategy gives students unbridled freedom to freely explore ideas, emotions, and imagings in their mind and scribble it without the constraints of formal evaluation. It is believed that this practice, when harnessed within the academic circle, has the potential to enhance students' writing skills in a holistic manner. In journal-keeping instructional strategy, therefore, through documentation of experiences, emotions and imaginations, students interact with words on a daily basis—which flourishes with each entry. This lexical reservoir becomes the arsenal with which students articulate their thoughts; elevating their writing from the ordinary to the extraordinary on the long run.

Beyond its repository role of personal reflections, the strategy of journal-keeping in writing provides students with opportunities for continual engagements since writing, like any motor skill, flourishes with regular practice. And thus, students learn to structure narratives, create a flow that captivates readers' attention and invites them into the worlds they had created. Similarly, as students chronicles their

experiences on paper, they engage in a process of reflection and self-examination which prompts them to question, reflect, and delve deeper into the meanings and implications of their experiences. This habit, therefore, serves as a dynamic tool that can guide students on their journey towards more insightful and analytical writing.

In this study, journal-keeping instructional strategy has been classified into two: journal-keeping instructional strategy with feedbacks and journal-keeping instructional strategy with no feedbacks. In the first category – journal-keeping instructional strategy with feedbacks, the teacher provides the learner with the correct form of knowledge (Hasan, Nuriye and Ozgur, 2020) which he/she tries to portray in his/her writing directly. In this sense, the teacher directly points out the grammatical errors, vocabulary misuse, and syntactical errors in the students' writing. This could also be done indirectly. In this case, the teachers provide students with feedback on their essays through informing the learner about his/her mistakes without pinpointing the errors in the students' essay. By so doing, it shifts the role of the teacher from a corrector to a facilitator, guiding students to become confident and competent writers. In either case, whether provided directly or indirectly, feedback on students' writing plays a substantial role in enhancing language accuracy in their written expressions. In the same vein, in the second category – journal-keeping instructional strategy with no feedbacks, teachers do not provide immediate correction to students' essays. The goal of this strategy is to get students to write on daily basis as this would hone their writing skill. This strategy is deeply rooted in behaviourist theory of learning. By regularly engaging in the ritual of writing, students attain a heightened level of proficiency in writing skills.

However, in the enterprise of teaching pedagogy, a significant number of factors are considered before implementing an instructional strategy in the classroom. One of the factors which teachers may consider before adopting a particular instructional strategy is the

students' age (Pilipovic and Glusac, 2015). Firstly, age is critical to cognitive development. According to Akpan, Igwe, Ede and Arua (2020:2), age is “a correlate of growth and maturity” and to a large extent, determines school readiness. All teaching strategies are not ideal for all categories of learners. Factors such as: cognitive abilities – attention, memory, and language comprehension; prior knowledge and age influence how effectively a student can engage with and benefit from a particular teaching strategy. For journal-writing instructional strategy to be effective, students' age is of essence as students are expected to consistently engage in the ritual of writing which requires sustained attention, reflective thinking, and the ability to articulate thoughts and feelings coherently. Therefore, underage learner might lack the necessary writing skills and cognitive maturity to benefit fully from this strategy. Therefore, it is crucial to tailor journal-writing activities to the developmental level of the students, providing appropriate guidance and support to help them gradually build their writing abilities and reflective practices. Against this background, this study examined the impact of age on students' essay writing.

### Research Questions

*The following questions were raised for this study:*

1. What are the average scores of senior secondary school students who were taught essay writing using the Journal-Keeping Writing strategy, both before and after undergoing treatment, in both experimental and conventional methods in Ondo State?
2. What are the average scores of senior secondary school students who were taught essay writing using the Journal-Keeping Writing strategy, both with and without feedback, prior to undergoing treatment in experimental methods in Ondo State?

### Research Hypotheses

**H01:** There will be no significant difference in

the mean achievement scores of students taught Essay writing with Journal-keeping instructional strategy and the conventional methods.

**H02:** There will be no significant difference in the mean achievement scores of students taught Essay writing with Journal-keeping instructional strategy without feedback and those taught with Journal-keeping instructional strategy with feedbacks.

**H03:** There is no significant difference in the achievement scores of students taught essay writing using journal-keeping instructional strategy across different age groups

### Methods

The study employed a quasi-experimental research design. The population for the study comprises of all the secondary school students in Ondo State. The target subjects of the study were all the Senior Secondary 1 (SS I) as these categories have spent 4 years in the college and their age range is usually between 14-above. Through stratified random sampling technique, One hundred and fifty (150) students were selected from six secondary schools in Ondo North Senatorial District in, Ondo State, Nigeria. These students were stratified into four categories. Fifty (50) students in the group A were taught essay writing using journal-keeping instructional strategy with feedback. Students in this category were asked to write essays on their experiences – in and out of the school, on a daily basis and afterwards submit it for marking while the teacher provides feedback on their essays and corrections where necessary. Students in group B were encouraged to write essays every day but submission were only made for sighting not for correction, though, teacher may make some comments while the student figures out the precise errors in his/her entry. The students in group C were taught using the conventional method. The instrument for the study was WAEC 2023 past question. The essay writing section was adapted and used as Performance Test (APT) for data collection. WAEC questions

were standardized test and thus, require no further testing. The research questions were answered using descriptive statistics of mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance.

**Results**

**Research Question 1:** What are the average scores of senior secondary school students who were taught essay writing using the Journal-keeping instructional strategy, both before and after undergoing treatment, in both experimental and conventional methods in Ondo State?

**Table 1:** showing the performance of senior secondary school students taught essay writing using Journal-keeping instructional strategy in Ondo State

Methods	No	Pretest		Post-test		Mean Gain Scores
		$\bar{X}$	SD	$\bar{X}$	SD	
Journal-keeping instructional strategy	50	21.73	8.49	61.00	7.07	39.27
Conventional Method	50	21.70	5.35	30.00	10.83	8.3

Table 1 displays the performance of senior secondary school students who were taught essay writing using the Journal-Keeping instructional strategy before undergoing treatment in both experimental and control groups in Ondo State. The results show that the pre-test mean achievement scores for students in the Journal-Keeping Writing strategy group and the conventional group were ( $\bar{x} = 21.73$  and  $21.70$ ), with standard deviations of  $8.49$  and  $5.35$ , respectively. These findings suggest that both the experimental group and the control group were relatively at the same cognitive level before treatment.

However, the post-test achievement mean scores for the experimental and control groups were ( $\bar{x} = 61.00$  and  $30.00$ ), with standard

deviations of  $7.07$  and  $10.83$  for the post-tests, respectively. The achievement mean gain for the experimental group was ( $\bar{x} = 39.27$ ) over that of the control group ( $\bar{x} = 8.3$ ). The higher achievement gain score of the experimental group ( $\bar{x} = 39.27$ ) compared to the control group ( $\bar{x} = 8.3$ ) suggests that the Journal-Keeping instructional strategy has a more significant relative effect on students' achievement in essay writing in senior secondary schools compared to the conventional method.

**Research Question 2:** What are the average scores of senior secondary school students who were taught essay writing using the Journal-Keeping instructional strategy, both with and without feedback, prior to undergoing treatment in experimental methods in Ondo State?

**Table 2:** showing the performance of senior secondary school students taught essay writing using Journal-keeping instructional writing with/no feedback(s) strategies in Ondo State

Methods	No	Pretest		Post-test		Mean Gain Scores
		$\bar{X}$	SD	$\bar{X}$	SD	
Journal keeping writing strategy	50	21.73	8.49	61.00	7.07	39.27
Journal keeping writing strategy with feedback	50	22.05	10.03	84.85	15.09	62.79

The results presented in Table 2 revealed the performance of senior secondary school students who were taught essay writing using Journal-Keeping instructional strategies, with or without feedback, in Ondo State. The findings indicate that the pre-test mean achievement scores for students in both the Journal-Keeping Writing strategy group and the conventional group were quite comparable, with means of 21.73 and 22.05, respectively, and standard deviations of 8.49 and 10.03, respectively. This suggests that both groups were at similar cognitive levels prior to receiving different instructional treatments.

Upon completion of the interventions, the post-test achievement mean scores for the group utilizing the Journal-Keeping Writing strategy without feedback and the group with feedback were observed to be 61.00 and 84.85, respectively, with standard deviations of 7.07 and 15.09 for the post-tests, respectively.

Notably, the achievement mean gain for the Journal-Keeping Writing strategy without feedback group was 39.27, while for the group with feedback, it was 62.79. This indicates a higher relative effect on students' achievement in essay writing for the group with feedback compared to the group without feedback.

In summary, the findings suggest that the utilization of Journal-Keeping Writing with feedback had a significant impact on students' achievement in essay writing in senior secondary schools compared to the Journal-Keeping instructional strategy without feedback.

### Testing of Hypotheses

**Hypothesis 1:** There will be no significant difference in the mean achievement scores of students taught Essay writing with Journal-keeping instructional strategy and the conventional method

**Table 3:** t-test analysis for the effect of Journal-keeping instructional strategy and the conventional method on students' mean achievement scores in essay writing

		N	$\bar{X}$	Std. Deviation	Df	t-cal	t-cri
Pair 1	Post-test scores for journal writing strategy	100	61.00	7.07	148	2.236	0.52
	Post-test scores for control group	50	30.00	10.83			

Table 3 shows that the post-test mean achievement score of students taught essay writing using journal writing strategy and the conventional method as ( $\bar{X} = 61.00$ ) with standard deviation of 7.07 and the control ( $X = 30.00$ ) and standard deviation 10.83, the t-calculated value of (2.236) which is greater than the t-cri (0.52) at 0.05 level of significance ( $2.236 > 0.00$ ). Hence, the null hypothesis that says there is no significant difference in the mean achievement scores of students taught essay writing with journal writing strategy and

conventional method was, thus, rejected. This shows there is significant difference in the post-test achievement of students in the journal writing strategy and control group.

**Hypothesis 2:** There will be no significant difference in the mean achievement scores of students taught Essay writing with Journal-keeping instructional strategy without feedback and those taught with Journal-keeping instructional strategy with feedbacks

**Table 4:** t-test analysis for the effect of Journal-keeping instructional strategy with no feedback strategy and the Journal-keeping instructional strategy with feedback on students' mean achievement scores in essay writing

		N	$\bar{X}$	Std. Deviation	Df	t-cal	t-cri
Pair 1	Post-test scores for Journal writing strategy	50	61.00	7.07	98	-2.792	0.21
	Post-test scores for Journal writing strategy with feedbacks	50	84.85	15.09			

Table 4 shows that the post-test mean achievement score of students taught essay writing using journal writing with no feedback and those taught with journal writing with feedback ( $X = 61.00$ ) with standard deviation of 7.07 and the journal writing with feedback ( $X = 84.85$ ) and standard deviation 15.09, the t-calculated value of (-2.792) which is lesser than the t-cri (0.21) at 0.05 level of significance (-2.792 < 0.21). Hence, the null hypothesis that says there is no significant difference in the mean achievement scores of students taught

essay writing with journal writing strategy and journal writing strategy with feedback was, thus, retained. This shows there is no significant difference in the post-test achievement of students in the journal writing strategy and those taught essay writing with journal writing strategy with feedback.

**Hypothesis 3:** There is no significant difference in the achievement scores of students taught essay writing using journal-keeping instructional strategy across different age groups

**Table 5:** Differences in Students' age and essay writing performance

Variables	N	$\bar{X}$	Standard Deviation	t.cal	t.cri
Age bracket: 13-15	75	43.867	18.664	0.212	0.448
16-20	15	64.000	14.541		

Table 6 shows that the post-test mean achievement score of students between age bracket of (13-15) as ( $\bar{x} = 43.87$ ) with standard deviation of 18.65 and those within the age bracket of (16-20) ( $\bar{x} = 64.00$ ) and standard deviation 14.54, the t-calculated value of (0.212) which is lesser than the t-cri (0.448) at 0.05 level of significance (0.212 < 0.448). Hence, the null hypothesis that says there is no significant difference in the mean achievement scores of students taught essay writing with journal writing strategy across different age was, thus,

retained. This shows there is no significant difference in the post-test achievement of students taught essay writing with journal writing strategy across different age.

### Discussion of Findings

The findings of the study were discussed based on the two research questions and three null hypotheses. The study's findings, as presented in Tables 1 and 4, suggest that Journal-Keeping instructional strategy has a greater impact on students' achievement in essay writing

in senior secondary schools compared to the conventional method. This superiority of the Journal-Keeping instructional strategy over the conventional method may be attributed to the fact that it allows students unrestricted freedom to express their ideas and emotions without the constraints of formal evaluation. Through continuous engagement, students have the opportunity to practise their writing skills regularly, leading to increased competence over time. This conclusion aligns with the findings of Salsabila, Mika, Salvita, Hermawan and Husna (2024) whose result revealed that Daily Journal is an effective tool in enhancing English writing skills among students. In the same vein, the study of Obadare (2023) and Tuan (2010) also indicated that there was significant effect of journal writing strategy on junior secondary school students' writing performance before and after treatment. In their studies, Suppiah and Suzana (2018) emphasized the profitability of journal writing in language learning activities, particularly in teaching writing skills. Through this strategy, according to them, students are encouraged to write more frequently, which ultimately enhances their knowledge of grammar and vocabulary.

Similarly, Table 2 and 4 revealed that the application of Journal-Keeping instructional strategy combined with teachers' feedback significantly enhances students' achievement in essay writing. This finding is in agreement with the result of Ogunyemi (2023) which revealed that when students are provided with explicit feedbacks on their essays, it helps them to self-diagnose and self-repair which will ultimately lead to an improvement on their essays. Olatunji, Basambo-Saliyu and Iorhemen (2023), from the prism of Bernstein's theory of pedagogic discourse, found out in their study that lack of interactive feedback between teachers and learners in essay writing classes is the reason why students' capacity for independent writing has not been developed. According to them, to provoke students' mastery of writing skill, therefore, teachers' pedagogic choice must be tailored along student-centric pedagogical approach which helps learners

understand their strengths and areas for improvement.

Lastly, Table 5 revealed that there was no significant difference in the post-test achievement of students taught essay writing with journal-keeping instructional strategy across different age. This result suggests that Journal-Keeping strategy is universally effective, irrespective of the age of the students. This finding corroborates earlier findings by Aransi (2018). The study cited also agrees that there was no interactive influence of age on the academic performance of students. However, the study of Akpan *et al* (2018) indicated that the younger pupils had higher mean achievement scores than their older counterparts which imply that chronological age differences are insignificant in predicting academic performance. In the same vein, the study of Rodriguez (2016) corroborates the study cited above. However, the younger group showed difficulties in sorting mathematical items while the older group showed some difficulties in reading. In contrary to the study cited above, the study of Mendez, Kim, Ferron, and Woods (2015) and Patel (2022) revealed that older students underperformed when compared with their younger classmates.

## Conclusion

This study explored the effectiveness of the Journal-Keeping instructional strategy on senior secondary school students' achievement in essay writing in Ondo State, Nigeria. This study compared this strategy to the conventional teaching method and also examined the impact of feedback on student performance across different age groups. Results indicated that the Journal-Keeping instructional strategy significantly improved students' essay writing performance compared to the conventional method. This underscores the effectiveness of the Journal-Keeping instructional strategy in enhancing students' essay writing skills. Similarly, the study examined the impact of providing feedback on each submission that students made. Results revealed that incorporating feedbacks further enhances the

effectiveness of journal-keeping instructional strategy as this provides students with specific, actionable insights that help them improve their writing, fostering a deeper understanding and mastery of essay writing skills. Lastly, the study investigated the impact of the Journal-Keeping instructional strategy across different age groups. Despite the differences in mean scores, the t-test results indicated no significant difference in the achievement gains across the age groups. This suggests that the Journal-Keeping instructional strategy is universally effective, regardless of the age of the students. It can be concluded that the strategy's impact is consistent and beneficial across a broad age range, making it a versatile and inclusive instructional method.

### Recommendations

Based on the findings of this study, the following recommendations were made:

- Journal-Keeping instructional strategy should be integrated as a core component of essay writing curriculum. Since this strategy not only improve students' writing skills but also encourages continuous improvement. To maximize its effectiveness, structured feedback should be integrated into the teaching process.
- Workshops should be conducted for students to teach them how to effectively use feedback to improve their writing. This session could include how to interpret feedback, setting writing goals, and revising drafts based on the feedback.
- Collaborative learning environments where students can share their journal entries and provide feedback to each other should be encouraged. Peer feedback can complement teacher feedback and foster a community of learning and improvement.

### References

Abdullahi M., & Salisu M., (2020). Evaluation of Essay Writing among Senior Secondary

- School Arabic Students in Kwara State, Nigeria, *Anatolian Journal of Education*. Retrieved from: [https://www.researchgate.net/publication/330968696\\_Evaluation\\_of\\_Essay\\_Writing\\_Among\\_Senior\\_Secondary\\_School\\_Arabic\\_Students\\_in\\_Kwara\\_State\\_Nigeria/link/6489b25b7fcc811dcdce07a6/download?\\_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbGlzInByZXZpb3VzUGFnZSI6bnVsbH19](https://www.researchgate.net/publication/330968696_Evaluation_of_Essay_Writing_Among_Senior_Secondary_School_Arabic_Students_in_Kwara_State_Nigeria/link/6489b25b7fcc811dcdce07a6/download?_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbGlzInByZXZpb3VzUGFnZSI6bnVsbH19)
- Aransi W., (2018). Impact of Age and Gender on High School Students' Academic Performance in Economics: A Case Study Analysis, *International Journal for Innovative Research in Multidisciplinary Field*, Volume - 4, Issue – 1. Retrieved from: <https://www.ijirmf.com/wp-content/uploads/201801002.pdf>
- Aika P., (2020), Teaching Writing in Nigerian Secondary Schools: Teachers' Attitude toward the Teaching of Writing and Their Writing Self-efficacy, *Journal of Teaching and Teacher Education*, No. 1. Retrieved from: <https://pdfs.semanticscholar.org/bd2e/605216f7821a9cfe69f79e8c4a22039e70a4.pdf>
- Ayodele A., (2020). Harnessing Students' Self Efficacy and Journal Keeping in Teaching Writing across the Curriculum, *European Journal of Social Sciences*, Vol. 59 No 1, pp. 78-84. Retrieved from: [https://europeanjournalofsocialsciences.com/issues/EJSS\\_59\\_1.html](https://europeanjournalofsocialsciences.com/issues/EJSS_59_1.html)
- Cahyono B., & Mutiaraningrum ., (2015). Indonesian EFL Teachers' Familiarity with and Opinion on the Internet-Based Teaching of Writing, *English Language Teaching*; Vol. 9, No. 1. Retrieved from: [https://www.researchgate.net/publication/290985942\\_Indonesian\\_EFL\\_Teachers'\\_Familiarity\\_with\\_and\\_Opinion\\_on\\_the\\_Internet-Based\\_Teaching\\_of\\_Writing](https://www.researchgate.net/publication/290985942_Indonesian_EFL_Teachers'_Familiarity_with_and_Opinion_on_the_Internet-Based_Teaching_of_Writing)
- Hasan B., Nuriye D., & Ozgur D., (2020). The effects of different types of written corrective feedback on students' texting mistakes, *English Language Teaching Educational Journal*, Vol. 3, No. 3.

- Retrieved from: [https://www.researchgate.net/publication/348494166\\_The\\_effects\\_of\\_different\\_types\\_of\\_written\\_corrective\\_feedback\\_on\\_students\\_texting\\_mistakes/link/60014f6d299bf1408897b84a/download?\\_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbIIsInByZXZpb3VzUGFnZSI6bnVsbH19](https://www.researchgate.net/publication/348494166_The_effects_of_different_types_of_written_corrective_feedback_on_students_texting_mistakes/link/60014f6d299bf1408897b84a/download?_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbIIsInByZXZpb3VzUGFnZSI6bnVsbH19)
- Kuntariati U., & Lailiyah M., (2016). The Effectiveness of Detailed Feedback on the Improvement of Students' Composition, *EnJourMe*, Vol. 1, No. 1. Retrieved from: [https://www.researchgate.net/publication/330904256\\_The\\_Effectiveness\\_of\\_Detailed\\_Feedback\\_on\\_The\\_Improvement\\_of\\_Students'\\_Composition/link/5c5adff3a6fdccb608ab5149/download](https://www.researchgate.net/publication/330904256_The_Effectiveness_of_Detailed_Feedback_on_The_Improvement_of_Students'_Composition/link/5c5adff3a6fdccb608ab5149/download)
- Liberty L., & Conderman G., (2018). Using the Self-regulated Strategy Development Model to Support Middle-level Writing, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(7):1-6. Retrieved from: [https://www.researchgate.net/publication/322994779\\_Using\\_the\\_Self-regulated\\_Strategy\\_Development\\_Model\\_to\\_Support\\_Middle-level\\_Writing](https://www.researchgate.net/publication/322994779_Using_the_Self-regulated_Strategy_Development_Model_to_Support_Middle-level_Writing)
- Mendez, R. L. M., Kim, E. S., Ferron, J., & Woods, B. (2015). Altering school progression through delayed entry or kindergarten retention: Propensity score analysis of long-term outcomes. *Journal of Educational Research*, 108(3), 186-203.
- Obadare F., (2023). The Effects of Journal Writing Strategy on Junior Secondary School Students' Essay Writing Performance in Ekiti State, Nigeria, *International Journal of Advanced Research in Management and Social Sciences*, ISSN: 2278-6236. Retrieved from: <https://garph.co.uk/IJARMSS/Mar2023/G-3039.pdf>
- Olatunji S., Basambo-Saliu N., & Iorhemen B., (2023). Feedback and Repair Mechanisms in Selected English Essay Writing Classroom Discourse in Ilorin, Nigeria, *Journal of Linguistics and Language in Education*, Volume 17, Number 1. Retrieved from: <https://www.ajol.info/index.php/jlle/article/view/251778/237903>
- Ogunyemi K. O. (2023). Effectiveness of Direct and Indirect Manageable Feedback Strategies on Nigerian Secondary School Students' Essay Writing, *International Journal of Education and Training (InjET)*, 9(1): June: 1 – 7, Retrieved from: [https://www.researchgate.net/publication/372620386\\_Effectiveness\\_of\\_Direct\\_and\\_Indirect\\_Manageable\\_Feedback\\_Strategies\\_on\\_Nigerian\\_Secondary\\_School\\_Students'\\_Essay\\_Writing/link/64bff610b9ed6874a544ca8c/download](https://www.researchgate.net/publication/372620386_Effectiveness_of_Direct_and_Indirect_Manageable_Feedback_Strategies_on_Nigerian_Secondary_School_Students'_Essay_Writing/link/64bff610b9ed6874a544ca8c/download)
- Patel U., (2022). Does age affect the academic performance of students? Retrieved from: <https://digitalcommons.harrisburgu.edu/cgi/viewcontent.cgi?article=1028&context=hu-researchsymposium>
- Pilipovic V., & Glusac T., (2015). Age factor in the selection of strategies for learning English in elementary school, *Directory of Open Access Journals*, Volume 64, Number 2. Retrieved from: <https://scindeks-clanci.ceon.rs/data/pdf/0547-3330/2015/0547-33301502343P.pdf>
- Rodriguez, A. I. (2016). Impact of Chronological Age Differences on the Academic Performance of Students in a First-Grade Classroom. *Education Undergraduate Research*. Retrieved from: <https://knowledge.e.southern.edu/cgi/viewcontent.cgi?article=1047&context=jiur>
- Salsabila K., Mika M., Salvita V., Hermawan M., & Husna N., (2024). The Implementation of Daily Journal to Improve Writing Skills for University Students, *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, Vol. 10, No. 1. Retrieved from: [https://www.researchgate.net/publication/378609637\\_The\\_Implementation\\_Of\\_Daily\\_Journal\\_To\\_Improve\\_Writing\\_Skills\\_For\\_University\\_Students/link/65e18a26adf2362b635f9383/download?\\_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbIIsInByZXZpb3VzUGFnZSI6bnVsbH19](https://www.researchgate.net/publication/378609637_The_Implementation_Of_Daily_Journal_To_Improve_Writing_Skills_For_University_Students/link/65e18a26adf2362b635f9383/download?_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbIIsInByZXZpb3VzUGFnZSI6bnVsbH19)

- Z2UiOiJwdWJsaWNhdGlvbiIsInByZXZpb3VzUGFnZSI6bnVsbH19
- Sarango N., and Castro C., (2020). The Pedagogical use of Social Networks to improve Writing Skills with EFL Students from “Nabón Third Grade High School, *runnas Journal of Education*, Vol. 4 No. 7. Retrieved from: [https://www.researchgate.net/publication/369661011\\_The\\_Pedagogical\\_use\\_of\\_Social\\_Networks\\_to\\_improve\\_Writing\\_Skills\\_with\\_EFL\\_Students\\_from\\_Nabon\\_Third\\_Grade\\_High\\_School/link/642752fba1b72772e43eff98/download?\\_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbiIsInByZXZpb3VzUGFnZSI6bnVsbH19](https://www.researchgate.net/publication/369661011_The_Pedagogical_use_of_Social_Networks_to_improve_Writing_Skills_with_EFL_Students_from_Nabon_Third_Grade_High_School/link/642752fba1b72772e43eff98/download?_tp=eyJjb250ZXh0Ijp7InBhZ2UiOiJwdWJsaWNhdGlvbiIsInByZXZpb3VzUGFnZSI6bnVsbH19)
- Shaumiwaty, S. (2020). Learning Journal Strategy to enhance students' writing ability. *EnJourMe* (English Journal of Merdeka): Culture, Language, and Teaching of English, 5(1), 65–74. Retrieved from: file:///C:/Users/Dell/Downloads/4238-14457-3-PB.pdf
- Supiah W., & Suzana B., (2018). The Use of Journal Writing in Teaching English Writing. Retrieved from: ResearchGate
- Tuan L., (2010). Enhancing EFL Learners' Writing Skill via Journal Writing, *Canadian Center of Science and Education*, Vol. 3, No. 2 Retrieved from: untitled