

Addressing Spaghetti Writing in Argumentative Essay with P.R.E.P Framework

¹Erniwati, ²Sudarkam R. Mertosono, ³Muhammad Arid

^{1,2,3} Tadulako University, Palu, Central Sulawesi, Indonesia

doi: <https://doi.org/10.37745/ijelt.13/vol13n34054>

Published October 21, 2025

Citation: Erniwati, Mertosono S.R., Arid M. (2025) Addressing Spaghetti Writing in Argumentative Essay with P.R.E.P Framework, *International Journal of English Language Teaching*, Vol.13, No.3, pp.40-54

Abstract: *One kind of essay that is essential for improving critical thinking, research, and communication skills—all of which are required for success in both academic and real-world contexts—is the argumentative essay. However, creating a logical and coherent structure for a paper while ensuring a smooth flow of ideas and transitions between paragraphs can present difficulties for students. This study, therefore, seeks to determine whether the P.R.E.P framework can improve students' performance in writing argumentative essays while addressing the issue of spaghetti writing. A one-group pre-test-post-test experimental design was utilized for this study, involving 30 participants. The analysis of data using SPSS 27 indicates that the P.R.E.P framework significantly enhances students' performance in writing argumentative essays and provides a solution to the problem of spaghetti writing. Furthermore, the P.R.E.P framework serves as an essential resource for composing argumentative essays, offering a systematic approach that enhances clarity and organization. Its simple design makes it approachable for students regardless of their experience, enabling each student to participate effectively in argumentation. By concentrating on the structured progression of arguments, the framework promotes effective communication and strengthens critical thinking abilities necessary for crafting persuasive essays. Moreover, its adaptability allows for the inclusion of various cultural viewpoints, fostering richer and more nuanced conversations. With the P.R.E.P framework, learners develop the capability to articulate their opinions confidently and accurately, thus enriching the dialogue within academic writing and beyond.*

Keywords: argumentative essay, P.R.E.P framework, spaghetti writing, writing skills

INTRODUCTION

The role of writing in a university student's life extends far beyond mere academic requirements; it serves as a vital form of self-expression that allows individuals to articulate their thoughts and ideas. As students engage in various academic tasks – ranging from research papers to reflective journals – they fulfill course obligations and hone their ability to communicate effectively and critically. This

skill set is crucial for navigating the complexities of university life, enabling students to reflect on their experiences, articulate their perspectives, and contribute meaningfully to discussions within their fields. Ultimately, writing is a vital instrument that shapes both academic success and personal growth during this transformative journey. It enables students to exhibit comprehension, nurture critical and analytical thinking skills, and enhance communication abilities, which are essential for academic achievement (Erniwati et al., 2022; Christensen-Branum, 2022). Writing promotes a more profound comprehension and assimilation of knowledge by compelling students to actively engage with and structure information.

The writing process stands as a pinnacle of communication skills, building on the foundational abilities of listening, speaking, and reading (Gautam, 2019). This intricate journey begins with a careful examination of information and a thorough evaluation of arguments, allowing writers to craft well-reasoned perspectives that resonate with their audience. By engaging in this analytical approach, individuals not only enhance their understanding but also contribute meaningfully to discussions and debates (Suhartoyo, 2017). Writing is a vital component of holistic development that nurtures both social and emotional growth. When students possess strong writing skills, they are better equipped to excel academically, as effective communication enhances their ability to articulate thoughts and ideas clearly. Conversely, inadequate writing skills can hinder not only academic performance but also the development of essential social-emotional competencies, leading to challenges in self-expression and interpersonal communication (Moses & Mohamad, 2019). By prioritizing writing instruction within educational settings, teachers create an environment where students can thrive academically while also cultivating the confidence and emotional intelligence necessary for success in all areas of life.

Regardless of its importance, writing for academic purposes frequently presents a formidable challenge for EFL learners. Al Fadda (2012) asserts that most adult English language learners encounter difficulties in writing, primarily due to their insufficient skills in academic writing. This challenge arises not only from the necessity to learn syntax, vocabulary, writing mechanics, and other elements, such as the organization of ideas, coherence, and cohesion, but also from the requirement to master rhetorical styles and text types. It can also be influenced by other aspects, including writing style, motivation, psychological impediments and other emotional elements (Sophomore et al., 2023), literacy background in the primary language, and prior experience (Nachalia et al., 2024; Safriyani & Anam, 2021). These multifaceted challenges often lead to frustration and a lack of confidence in their writing abilities, which can further hinder their progress. As a result, educators must employ targeted strategies to effectively support these learners in developing their academic writing skills, considering their literacy background in the primary language and prior experience.

In writing argumentative essays, the EFL learners frequently encounter difficulty in formulating a robust thesis and argument. At the same time, writing a clear and simple thesis statement is essential for the whole paper, and making a convincing argument requires the ability to combine information from different sources and think critically (Aldabbus & Almansouri, 2022; Mallia, 2017). The process of establishing a logical and coherent structure for the paper and maintaining a distinct flow of ideas and transitions between paragraphs can be challenging as well (Khasawneh, 2023; AlMarwani, 2020). Most students produced argumentative essays that are disorganized, complex, or challenging to read, hiding the author's true argument (Ulfa & Purwati, 2023; Olufunke, 2021). This often leads to

confusion among readers, making it difficult for them to engage with the author's perspective. To improve clarity, students should focus on structuring their essays more coherently and presenting their arguments in a straightforward manner.

Another challenge is the difficulty of employing precise and appropriate academic vocabulary, maintaining a formal and objective tone, and refraining from using informal language (Zhang et al., 2025; Rosida & Istiqomah, 2024; Dang et al., 2020). This challenge can hinder the overall quality of the essays, leading to potential misunderstandings or misinterpretations of the arguments presented. Therefore, it is essential for writers to engage in continuous practice as continuous practice combined with an individual's enthusiasm for writing will influence the outcomes of their writing (Sobari, 2015). Furthermore, the writers need to seek constructive feedback to refine their skills and enhance their academic expression. Feedback serves as a stimulus for intellectual growth, pushing authors to refine their arguments and enhance their writing techniques. By encouraging a more profound engagement with analytical reasoning, feedback not only sharpens critical thinking skills but also fosters a culture of excellence that permeates the writing process (Lim & Bowman, 2024).

Given the identified issues, teachers must contemplate multiple factors when instructing writing skills. Every instructional endeavor necessitates meticulous planning, prompting educators to investigate various methodologies, activities, and instructional resources to render writing tasks captivating for students (Ali & Ramana, 2016). By exploring various methodologies, activities, and resources, teachers can create dynamic and engaging environments that enhance students' writing abilities and cultivate a lasting passion for the craft. Ultimately, fostering such an enriching atmosphere empowers learners to express themselves more confidently and creatively, laying the groundwork for lifelong communication skills. These foundational skills benefit students in their academic pursuits and play a crucial role in their personal and professional lives. By nurturing their writing abilities, educators equip learners with the tools they need to articulate their thoughts and ideas effectively in an increasingly complex world.

Indeed, the P.R.E.P framework is a structured approach used to improve oral communication, particularly in academic settings. Previous studies (Erniwati & Mertosono, 2025; Del Rosario et al., 2023; Taswin, 2019; Lumettu & Runtuwene, 2018) showed that the students' speech got a significantly higher improvement in the "arrangement" aspect of oral rhetoric, indicating better organization and clarity in their speeches. This improvement enhanced their overall presentation skills and boosted their confidence in delivering structured arguments. As a result, students were better equipped to engage their audience and effectively convey their ideas. However, we question whether it will be effective in writing context. Therefore, we investigate the impact of using the P.R.E.P framework on the students' writing performance. We aim to assess how this structured approach influences not only their writing performance but also their ability to articulate thoughts coherently so that spaghetti writing can be eliminated.

Ultimately, our goal is to provide insights that can enhance instructional strategies and support student development in writing skills. By analysing the results, we expect to gain insights into the broader implications of the P.R.E.P framework on students' overall communication skills. It explicitly addresses the subsequent research questions:

- 1) To what degree does the P.R.E.P framework improve the writing proficiency of EFL students in Indonesia?
- 2) What is the impact of the P.R.E.P framework on writing instruction in higher education and students' writing skills?

LITERATURE REVIEW

Spaghetti Writing

The term "spaghetti writing," as introduced by Mcdevitt (1989), refers to a writing style marked by disorganized, frequently incomprehensible sentences and an overreliance on subordinate clauses lacking a definitive main clause. It is frequently linked to second language learners and can be challenging to read and comprehend. This style can obscure the main ideas and confuse readers, making it difficult for them to follow the writer's argument or narrative. To improve clarity, writers should focus on structuring their sentences more effectively and ensuring that each one conveys a clear message (Dustmurod et al., 2024).

Four key characteristics of spaghetti writing. First, sentences are often lengthy and complicated, obscuring the primary concept. This complexity can make it difficult for readers to grasp the main idea, leading to confusion and misinterpretation (Lubis et al., 2025). Consequently, effective communication is hindered as the intended message becomes buried within the convoluted structure. Next, subordinate clauses, reliant on a main clause for their significance, are frequently employed, resulting in ambiguity. This reliance can lead to confusion, as the meaning of the subordinate clause often hinges on the context provided by the main clause (Sihombing, 2024). If the main clause is unclear or missing, the intended message may be lost.

Furthermore, the main idea of the sentence or paragraph may be ambiguous or absent. This lack of a clear main clause can lead to confusion about the sentence's intended meaning, making it difficult for readers to grasp the primary idea. Consequently, the overall message may become diluted or misinterpreted (Sutriawan et al., 2024; Fuqaha' & Wartim, 2023; Demir, 2020). In addition, the chaotic structure hinders readers' grasp of the text's message. This disorganization can lead to confusion, making it difficult for readers to follow the author's intent. This can lead to a reduction in the text's overall impact (Spencer et al., 2019).

Spaghetti writing may arise due to several factors, including second language learning. Students acquiring a second language may encounter difficulties with grammatical structures and word order, leading to awkward or nonsensical phrases (Isma & Ode Rasmin, 2023; Mertosono & Erniwati, 2023). Another, lack of writing skills. Students who lack proficiency in writing may generate inadequately constructed phrases and paragraphs (Erniwati et al., 2022). Lastly, absence of planning and organization. Writing without careful planning may result in a lack of coherence and clarity as outlining makes writing clearer and more focused (Al Islamiah & Sari, 2021).

To enhance spaghetti writing, some strategies need to be applied. To begin with, teachers and learners should focus on sentence structure by engaging in the practice of composing clear, succinct sentences

that effectively incorporate a main clause alongside appropriately utilized subordinate clauses. Next, motivating students to strategize their writing in advance by pinpointing key concepts and systematically arranging their thoughts through planning and organization. Last, delivering instruction on grammar and vocabulary to enhance students' ability to articulate their thoughts with precision and efficacy.

Argumentative Essays

Argumentative essays constitute a genre of persuasive writing that articulates a claim or opinion and substantiates it with factual evidence. An argumentative essay is persuasive; the writer presents facts and endeavors to persuade the reader to embrace the proposed viewpoint. The author endeavors to convince readers by presenting the most compelling and rational evidence available. In an argumentative essay, the author articulates a thesis and uses evidence gathered and synthesized from research to substantiate it (Mohn, 2022). This careful presentation of claims, bolstered by thorough research, enhances the essay's credibility and fosters critical thinking among its audience. Thus, the argumentative essay serves as a powerful platform for articulating a well-founded opinion, compellingly backed by factual evidence. Through this blend of assertion and substantiation, authors can effectively engage readers and inspire them to reconsider their perspectives on important issues.

The structure of an argumentative essay, akin to other essays, comprises three principal components: the introduction, the body, and the conclusion. The opening of the essay succinctly outlines the issue and may elucidate its significance. An introduction paragraph must conclude with a thesis statement that articulates the writer's stance and offers a rationale for it. The body constitutes the second segment of the argumentative essay. The body must substantiate the assertion presented in the thesis statement. An effectively composed argumentative essay for academic purposes would have rationale and proof that substantiate the primary assertion. It must also recognize and answer counterarguments that oppose the author's stance. The third component of the argumentative essay is the conclusion. This section of the essay reiterates the thesis and encapsulates the rationale and evidence presented in the body (Mohn, 2022).

Writing an argumentative essay requires a solid understanding of how to present reasoning clearly and logically. At its core, this type of writing involves engaging two opposing viewpoints, which encourages a dynamic exchange of ideas that highlights both sides of an issue. By thoughtfully examining the pros and cons, writers can articulate their positions and challenge their own perspectives through the process of argumentation (Putri & Ahmad, 2022); Ramadhan, 2019). This interplay not only enriches the discussion but also sharpens the writer's analytical skills, ultimately leading to more persuasive and impactful arguments. Engaging with differing viewpoints fosters a deeper understanding of the topic at hand, enhancing the writer's ability to present compelling arguments that resonate with their audience.

The essence of an argumentative essay lies in its ability to showcase the writer's reasoning skills while engaging readers in a dialogue that balances differing perspectives. By presenting two individuals with distinct viewpoints, the essay fosters a dynamic exchange of ideas that encourages critical thinking as it motivates students to engage in profound thought, examine information, interrogate assumptions, and make informed judgments during their writing (Sajidin, 2026). The exploration of both pros and

cons enriches the discussion and highlights the complexity of the issues at hand, illustrating that effective argumentation is not merely about winning a debate but rather about understanding and navigating diverse opinions as mentioned by Islami et al. (2021) that writing argumentative essays encourages an open exchange of ideas, even amidst disagreements, allowing diverse perspectives to flourish. Through this intricate process of arguing, writers invite their audience to consider multiple angles, ultimately promoting a more nuanced appreciation for the topic.

By harmonizing rational thought with emotional resonance, authors can forge a profound connection with their readers, rendering their arguments not only more relatable but also more enduring in memory. The use of respectful language and a courteous tone cultivates a constructive atmosphere for discussions, particularly in the face of disagreements, thereby promoting a more open exchange of ideas (Vanderbauwhede, 2021; Jones et al., 2015). The essence of inclusive dialogue in literature resides in its capacity to connect rational thought with emotional resonance, thereby fostering a profound connection with readers. By employing respectful language and a courteous tone, authors enhance the quality of their narratives and create an environment conducive to constructive discussions (Motschenbacher, 2019). As a result, literature has become a powerful tool for understanding and empathy, inviting readers to engage thoughtfully with one another while navigating the complexities of human experience.

Mastering the art of argumentative essay writing not only equips writers with the ability to present well-reasoned arguments supported by robust evidence but also fosters a more profound understanding of how to engage with data effectively. By learning to construct positions grounded in information, writers can articulate their ideas clearly and persuasively while avoiding logical fallacies that can undermine their credibility. This process enhances their academic writing skills and sharpens critical thinking abilities, allowing them to analyze and evaluate information more rigorously (Sato, 2022). Ultimately, the discipline of crafting compelling argumentative essays serves as a vital tool for intellectual growth, empowering individuals to navigate complex issues with confidence and clarity.

P.R.E.P Framework

The PREP framework is a four-step framework designed to organize responses to inquiries and objections in a clear, brief, and persuasive manner. This framework assists in preventing verbosity, redundancy, or self-contradiction. It also demonstrates that writers have thoroughly studied and researched their issue (Harsh, 2025). The P.R.E.P framework, which stands for Point, Reason, Example, and Point, encourages students to structure their thoughts clearly and persuasively. It is considered a simple and efficient approach for instructing students in the making of persuasive arguments. This framework helps students clearly outline their points by encouraging them to state their position, provide reasons, and support their arguments with evidence. The P.R.E.P framework acts as a mental guide, facilitating the smooth progression of thoughts and ensuring clarity in presentation (Chaney, 2024). By using this method, learners can enhance their critical thinking and communication skills in a structured way (Erniwati & Mertosono, 2025).

The P.R.E.P framework facilitates students in articulating their thoughts systematically (Del Rosario et al., 2023). This framework allows students to present their ideas clearly and persuasively, making it easier for their audience to understand their viewpoints. This enhances effective communication

Publication of the European Centre for Research Training and Development UK (Phillips et al., 2024), promoting better discussions and critical thinking (Erniwati & Mertosono, 2025). The P.R.E.P framework provides an efficient tool for students to navigate complex concepts and organize activities in real-time, employing evidence-based strategies to enhance critical thinking (Fontenot, 2021). It is an effective technique for scenarios that necessitate precise communication within a constrained timeframe. This strategy enables students to articulate their thoughts clearly and logically while simultaneously showcasing their cognitive and communicative abilities (Turnpoint Consulting, 2023). Utilizing the PREP framework in writing enables students to respond to any inquiry with composure and precision, so leaving a formidable impression on the readers.

Teachers can guide students in articulating their ideas effectively through this method, thus enhancing their writing proficiency and confidence. This structured approach not only improves the clarity of students' writing but also empowers them to express their thoughts with greater assurance. It encourages students to effectively organize their thoughts by focusing on their perspective, reasoning, evidence, and a concluding statement (Jensen, 2017). By utilizing the P.R.E.P framework, individuals can enhance their ability to articulate ideas clearly and persuasively as mentioned by Turnpoint Consulting (2023) that the P.R.E.P framework enables students to not only exhibit their expertise concretely but also to leverage real-world experience to enhance the persuasiveness of their arguments, which is essential for successful communication in both academic and professional contexts. As a result, students become more engaged and motivated in their writing endeavors.

The investigation into the PREP framework reveals its significant potential to improve writing performance among EFL students. This framework is equally effective in written communication. It facilitates the organization of emails, papers, and proposals, ensuring that principal arguments are properly articulated and substantiated. It transcends a mere communication tool; it serves as a strategic asset by organizing communications that are clear, convincing, and memorable (Alen, 2025). As students engage with this structured framework, they acquire critical skills that enable them to express their ideas more coherently and persuasively, ultimately highlighting how such methods can transform their writing capabilities and contribute to their academic success (Erniwati et al., 2022).

A systematic assessment of this approach shows that the PREP framework not only enhances the overall quality of students' written work but also promotes the development of effective writing strategies. According to Zagorowski (2024), the P.R.E.P framework offers three advantages including clarity, conciseness, and impact. It facilitates organization, ensuring readers comprehend the argument and its significance. Furthermore, a well-defined framework of the P.R.E.P prevents digression and maintains focus, facilitating the comprehension of the information presented. In addition, by reiterating the principal concept at the conclusion, writers enhance the likelihood that their audience will retain it. This strategy, when employed correctly, can produce coherent paragraphs that distinctly communicate concepts and resonate with the reader (Ortencia, 2025).

The implementation of the P.R.E.P framework significantly transforms the landscape of argumentative essay writing. It offers a structured approach that enhances organization and clarity while boosting persuasiveness. By addressing the common issue of "spaghetti writing," in which ideas become jumbled and lack coherence, students are better equipped to articulate their arguments effectively. The practical application of the P.R.E.P framework in educational settings supports the hypothesis that it

Publication of the European Centre for Research Training and Development UK improves overall writing performance and reduces disorganized thought patterns. Ultimately, adopting this framework allows students to create more compelling and cohesive essays, empowering them to communicate their ideas with confidence and precision.

METHOD

The comprehensive research study, featuring a single group of 30 students and utilizing a pre-experimental design known as the one-group pretest and post-test design. This research yielded useful information about the participants' argumentative writing skills through a structured evaluation process. By employing a paper-and-pencil method, the study effectively captured the nuances of the participants' essays on designated topics. The assessments were rigorously evaluated using a scoring rubric that focused on critical components, including focus and details, organization, voice, word choice, sentence structure, grammar, mechanics of writing as suggested by National Council for Teacher Education (2025). Utilizing SPSS 27 for data analysis, the findings illustrate the importance of this instructional strategy towards writing outcomes.

FINDINGS AND DISCUSSION

RQ₁: To what degree does the P.R.E.P framework improve the writing proficiency of EFL students in Indonesia?

The implementation of the P.R.E.P framework has proven to be a transformative approach to enhancing students' writing skills, as demonstrated by the significant increase in post-test mean scores, which rose to 89.87 from a pretest of 54.40. This remarkable improvement underscores the effectiveness of the intervention and highlights its potential to positively impact students' writing proficiency. Furthermore, the paired sample statistics confirm that this structured approach fosters growth and development in writing, enabling students to express their ideas more clearly and confidently. Ultimately, the findings support the broader adoption of such frameworks, as they hold the promise of improving educational outcomes in writing argumentative essays.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	54.40	30	15.083	2.754
	Post-test	89.87	30	2.717	.496

Paired Samples Test

Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pre-test - Post-test	-35.466	14.142	2.582	-40.747 -30.185	-13.736	29	<.001

The findings from this study on student writing skills offer important clues about the effectiveness of the P.R.E.P framework in addressing the students' spaghetti writing, supported by a p-value below the established alpha level of 0.05. This statistical significance resulted in the acceptance of the alternative hypothesis (H_a) that the P.R.E.P framework enhances overall writing efficacy and mitigates disordered cognitive patterns. While the null hypothesis (H_o) was effectively rejected, highlighting the framework's positive impact on student writing skills. The robust results of this study underscore the significance of structured approaches such as P.R.E.P. in educational settings and pave the way for further investigation into methodologies that can improve student performance in diverse disciplines. These findings also advocate for a shift toward evidence-based teaching strategies that prioritize skill development and promote better learning outcomes for students.

RQ2: What is the impact of the P.R.E.P framework on writing instruction in higher education and students' writing skills?

The PREP Framework serves as a significant catalyst for enhancing students' writing skills, showcasing its effectiveness with a noteworthy p-value of <.001 that clearly contradicts the null hypothesis. This statistical evidence reinforces the framework's efficacy and highlights its potential to transform writing instruction in educational environments. Furthermore, the favorable results indicate that incorporating the P.R.E.P framework into curricula could promote a more systematic approach to writing instruction at a higher education level. Ultimately, by adopting this innovative method, teachers can provide students with essential skills that enhance clarity and coherence in their writing, thereby fostering improved academic success and making them effective writers (Erniwati et al., 2022). In other words, this framework not only benefits students academically but also equips them with lifelong writing skills that are crucial in various professional contexts.

Embracing the P.R.E.P framework for spaghetti writing transforms the chaotic jumble of ideas into a structured, polished, and coherent communication. By prioritizing a clear presentation of concepts, this framework enhances readability and ensures that the main message is conveyed with precision and clarity. The P.R.E.P framework offers a structured approach that fosters clarity and organization in expressing opinions as students articulate their opinions clearly while backing them up with sound reasoning and structured arguments (Del Rosario et al., 2023; Rashtchi, 2019). As students adopt this systematic approach, they empower themselves to communicate their thoughts more effectively, thereby eliminating confusion and engaging their audience in a more meaningful way. Ultimately, the P.R.E.P framework serves as an invaluable tool for anyone looking to elevate their writing and connect with readers on a deeper level.

As a straightforward structure, the P.R.E.P. framework enhances the clarity of a message and ensures that the audience remains engaged and comprehends the core ideas being presented. Jensen (2017) highlights the practicality of the P.R.E.P. framework, noting its simplicity and directness, which makes it accessible to writers of all skill levels. Each component of the framework not only aids writers in organizing their thoughts but also aligns seamlessly with their intended message, subsequently transforming how individual students articulate their viewpoints in writing. This simplicity fosters a more profound understanding, allowing key points to resonate more powerfully. Ultimately, embracing a simple structure serves as a vital tool for effective communication (Sen, 2024), empowering writers to convey their thoughts with confidence and precision (Del Rosario et al., 2023) while leaving an enduring mark on their readers.

Furthermore, the P.R.E.P framework emerges as a vital tool in enhancing argumentative skills among EFL students, seamlessly intertwining linguistic repertoire with effective communication. By focusing on the structured development of arguments, it not only equips learners with the necessary language skills but also fosters critical thinking, enabling them to analyze and articulate their ideas more effectively (Erniwati et al., 2022; Casallas & Castellanos, 2016). This dual emphasis on language proficiency and cognitive engagement cultivates a richer learning environment where students can confidently express their viewpoints and engage in meaningful discourse (Erniwati & Mertosono, 2025). Essentially, the P.R.E.P framework acts as a catalyst for intellectual growth, empowering individuals to articulate their perspectives with clarity and confidence (Taswin, 2019).

In addition, utilizing the P.R.E.P framework in writing argumentative essays supports cultural differences. The process of writing an argumentative essay involves a dynamic interplay between articulating perspectives and employing persuasive tactics. In this context, writers engage their audience in a dialogue that illustrates the value of diverse viewpoints. This dialogical foundation enhances persuasive efforts and emphasizes how cultural differences can significantly influence the quality of reasoning (Tolchinsky & Stavans, 2023; Stavans et al., 2019; Tolchinsky et al., 2018). By recognizing and embracing these varied influences, writers can connect with readers on a deeper level, ultimately crafting more compelling arguments that resonate across cultural boundaries. Therefore, mastering the nuances of this writing process is essential for anyone aiming to effectively persuade and participate in meaningful discourse.

Despite many advantages, the P.R.E.P framework also has a weak point. It may not be beneficial for all learners, particularly those who are still developing their foundational argumentative skills. The exploration of second language argumentation reveals significant challenges that can impede learners' progress in developing essential argumentative skills. Many students struggle to construct structurally coherent and qualitatively compelling arguments, which are crucial for effective communication. This difficulty is often compounded by a lack of cognitive skills necessary for nuanced thinking and expression in a second language, ultimately hindering their overall writing development (Erniwati et al., 2022; el Majidi et al., 2021).

CONCLUSION

The P.R.E.P framework is an essential tool for writing argumentative essays. It offers a structured approach that enhances clarity and organization, effectively addressing the confusion often found in student writing. Its straightforward design makes it accessible to students at all skill levels, enabling them to engage in argumentation successfully. By emphasizing structured argument development, the framework promotes strong communication skills and bolsters critical thinking, both of which are crucial for crafting compelling essays. Furthermore, its flexibility allows for the incorporation of various cultural perspectives, fostering more diverse and nuanced discussions. Through the P.R.E.P framework, learners acquire the ability to articulate their viewpoints confidently and accurately, thereby enriching academic discourse and beyond.

RECOMMENDATIONS

To address the pitfall, teachers must implement targeted strategies that cater to students' existing capabilities and foster both linguistic proficiency and critical thinking. By integrating argumentation practice into language curricula, students can gradually build their confidence and competence in articulating their ideas persuasively. Teachers can create a more engaging narrative that invites students to connect with their ideas. This balance of structure and flexibility allows for a more dynamic presentation of their arguments. Therefore, teachers can better support the students' growth in writing and argumentation skills.

REFERENCES

- Al Fadda, H. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3), 123–130.
<https://doi.org/10.5539/elt.v5n3p123>
- Al Islamiah, S. F., & Sari, D. M. M. (2021). Using Outlining Strategy in Essay Writing for Elt Students'. *Jurnal Basis*, 8(1), 141–152. <https://doi.org/10.33884/basisupb.v8i1.3688>
- Aldabbus, S., & Almansouri, E. (2022). Academic Writing Difficulties Encountered by University EFL Learners. *British Journal of English Language Linguistics*, 10(3), 1–11.
<https://doi.org/10.37745/BJEL.2013/VOL10N3111>
- Alen, M. (2025). *Harnessing the Power of the PREP Method for Impactful Business Communication*.
<https://www.hulkapps.com/blogs/ecommerce-hub/harnessing-the-power-of-the-prep-method->

- Ali, S. S., & Ramana, L. (2016). Academic Writing Challenges at Universities in Saudi Arabia and Solutions. *International Journal of English Language, Literature and Humanities*, 4(10), 291–298.
- AlMarwani, M. (2020). Academic Writing: Challenges and Potential Solutions. *Arab World English Journal*, 6(6), 114–121. <https://doi.org/10.24093/awej/call6.8>
- Chaney, P. (2024). *Mastering Communication with PREP framework*. <https://medium.com/@priya.chaney/mastering-communication-with-prep-framework-7d1d35480bb9>
- Christensen-Branum, L. (2022). Myside Bias Shifting in the Written Arguments of First Year Composition Students [Utah State University]. In *All Graduate Theses and Dissertations, Spring 1920 to Summer 2023*. <https://doi.org/https://doi.org/10.26076/6aff-14ff>
- Dang, T. H., Chau, T. H., & Tra, T. Q. (2020). a Study on the Difficulties in Writing Argumentative Essays of English-Majored Sophomores At Tay Do University, Vietnam. *European Journal of English Language Teaching*, 6(1), 201–240. <https://doi.org/10.46827/ejel.v6i1.3389>
- Del Rosario, J. M. A., Pasco, C. J. D., & Barcelona, K. E. (2023). P.R.E.P. and Teacher-Directed Approaches: Effectiveness on Grade Eleven Students' Oral Rhetoric. *International Journal of Social Science and Human Research*, 6(11). <https://doi.org/10.47191/IJSSHR/V6-I11-38>
- Demir, C. (2020). Lexical and structural ambiguities in student writing: An assessment and evaluation of results. *African Educational Research Journal*, 8(3), 100–108. <https://doi.org/10.30918/AERJ.8S3.20.077>
- Dustmurod, E. M., English, P., Farrux, F. A., Words, K., English, I., English, U., & This, M. (2024). Crucial Role of Grammar in Effective Communication. *Journal of Education, Ethics and Value*, 3(12), 308–310.
- el Majidi, A., Janssen, D., & de Graaff, R. (2021). The effects of in-class debates on argumentation skills in second language education. *System*, 101. <https://doi.org/10.1016/J.SYSTEM.2021.102576>
- Erniwati, E., & Mertosono, S. R. (2025). Promoting Critical Thinking Skills and Speaking Performance : Is Prep Framework Effective ? *International Journal of Social Science and Education Research Studies*, 05(06), 657–665. <https://doi.org/https://doi.org/10.55677/ijssers/V05I06Y2025-19>
- Erniwati, E., Mertosono, S. R., Arid, M., Anggreni, A., & Nirwijayanti, N. (2022). Promoting Effective Writing through POW+TREE Strategy. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 433–439. <https://doi.org/10.30605/25409190.429>
- Fontenot, J. (2021). Clinical touch points: Using the PREP framework to improve critical thinking among pre-licensure nursing students. *Teaching and Learning in Nursing*, 16(4), 418–422. <https://doi.org/10.1016/J.TELN.2021.05.007>
- Fuqaha', A., & Wartim, W. (2023). The Difficulties of Determining Main Idea on Students Reading Comprehension. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 2(2), 101–110. <https://doi.org/10.37058/jelita.v2i2.7974>
- Gautam, P. (2019). Writing Skill: An Instructional Overview. *Journal of NELTA Gandaki*, 2, 74–90. <https://doi.org/https://doi.org/10.3126/jong.v2i0.26605>
- Harsh, K. P. (2025). *How can you use PREP to answer questions and handle objections?* <https://www.linkedin.com/advice/1/how-can-you-use-prep-answer-questions-handle>

- Islami, A. A., Rahmayanti, H., Iriani, T., Ichsan, I. Z., Koc, I., & Darussyamsu, R. (2021). Vocational students' HOTS and HOTSEP overview in developing ITA learning model. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 7(3), 267–274. <https://doi.org/10.22219/JPBI.V7I3.16392>
- Isma, A., & Ode Rasmin, L. (2023). GLENS: Global English Insights Journal Decoding the Challenges: A Study of English Writing Errors Among EFL Students. *Global English Insights Journal*, 1(1), 1–9.
- Jensen, G. (2017). *Get Your Point Across – Clearly and Confidently*. <https://guthriejensen.com/blog/get-your-point-across-clearly-and-confidently/>
- Jones, R. H., Chik, A., & Hafner, C. A. (2015). Discourse and Digital Practices: Doing discourse analysis in the digital age. In R. H. Jones, A. Chik, & C. A. Hafner (Eds.), *Discourse and Digital Practices: Doing discourse analysis in the digital age* (1st ed., pp. 1–17). Routledge. <https://doi.org/10.4324/9781315726465>
- Khasawneh, M. (2023). Investigating Writing Challenges Encountered by Saudi EFL Learners. *Imagens Da Educação*, 13(1), 01–14. <https://doi.org/10.4025/IMAGENSEDUC.V13I1.62335>
- Lim, W. M., & Bowman, C. (2024). Giving and Responding to Feedback: Guidelines for Authors and Reviewers. *Activities, Adaptation and Aging*, 48(1), 1–20. <https://doi.org/10.1080/01924788.2024.2304948>;REQUESTEDJOURNAL:JOURNAL:WAAA 20;WGROU:STRING:PUBLICATION
- Lubis, Y., Munawwarah, H., Simamora, M., Harahap, N. I., & Muhammad, S. (2025). The Importance of Mastering Sentences In Writing. *Jurnal Pendidikan Tambusai*, 9(1), 2826–2837.
- Lumettu, A., & Runtuwene, T. L. (2018). Developing the Students' English Speaking Ability Through Impromptu Speaking Method. *Journal of Physics: Conference Series*, 953(1), 012035. <https://doi.org/10.1088/1742-6596/953/1/012035>
- Mallia, J. (2017). Strategies for Developing English Academic Writing Skills. *Arab World English Journal*, 8(2), 3–15. <https://doi.org/10.24093/AWEJ/VOL8NO2.1>
- Mcdevitt, D. (1989). How to cope with spaghetti writing. *ELT Journal*, 43(1), 19–23. <https://doi.org/10.1093/elt/43.1.19>
- Mertosono, S. R., & Erniwati, E. (2023). Error Analysis: Types and Causes of EFL Learners' Errors in Writing Analytical Exposition Text. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 7(1), 64–77. <https://doi.org/10.26858/ERALINGUA.V7I1.37875>
- Mohn, E. (2022). *Critical Skills: Argumentative Essay*. <https://www.ebsco.com/research-starters/education/critical-skills-argumentative-essay>
- Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10(13), 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>
- Motschenbacher, H. (2019). Non-nativeness as a dimension of inclusion: A multimodal representational analysis of EFL textbooks. *International Journal of Applied Linguistics*, 29(3), 285–307. <https://doi.org/10.1111/IJAL.12237>
- Nachalia, N., Mujiyanto, J., & Widhiyanto, W. (2024). The Effectiveness of Peer Assessment in Improving Writing Skills of Students with Different Grammatical Competencies at SMA Negeri 3 Palangka Raya Kalimantan Tengah. *International Journal of Research and Review*, 11(6), 53–59. <https://doi.org/10.52403/ijrr.20240607>
- National Council for Teacher Education. (2025). *Essay Rubric*.

<https://www.readwritethink.org/classroom-resources/printouts/essay-rubric>

Olufunke, I. J. (2021). Re-invigorating the teaching of continuous writing in secondary schools.

Journal of Language Teaching and Research, 12(5), 654–660.

<https://doi.org/10.17507/jltr.1205.03>

Ortencia, O. (2025). *Write Perfect Paragraphs with the PREP Method*.

<https://www.slideshare.net/inglesIII/writing-a-paragraph>

Phillips, J., Carter, K. M., & Roumpi, D. (2024). Clarity, Conciseness, and Consistency Are the Keys to Effective Communication. *Principles of Organizational Behavior: The Handbook of Evidence-Based Management, Third Edition*, 429–442.

<https://doi.org/10.1002/9781394320769.CH21;CTYPE:STRING:BOOK>

Putri, R., & Ahmad, A. (2022). An Analysis of Students' Argumentative Essay Writing Skill of Third Semester of English Language Education-UIR. *Jurnal Kependidikan DISCOVERY*, 1(1), 87–96.

Ramadhan, B. (2019). Writing Argumentative Essay: How Far They Can Go? *REiLA : Journal of Research and Innovation in Language*, 1(2), 61–67. <https://doi.org/10.31849/REILA.V1I2.2966>

Rashtchi, M. (2019). Scaffolding argumentative essay writing via reader-response approach: a case study. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(1), 1–17.

<https://doi.org/10.1186/S40862-019-0078-2/TABLES/5>

Rosida, H., & Istiqomah, I. (2024). The Challenges in English Academic Writing at The Students of The Faculty of Dakwah at The State Islamic University of Sultan Maulana Hasanuddin Banten. *Indo-MathEdu Intellectuals Journal*, 5(5), 5422–5441. <https://doi.org/10.54373/imeij.v5i5.1785>

Safriyani, R., & Anam, S. (2021). Do Students' Creativity and Reading Ability Influence Their Writing Ability? *English Focus*, 5(1), 2021. <https://doi.org/10.24905/efj.v5i1.115>

Sajidin. (2026). Fostering critical thinking skills among EFL learners in higher education - A systematic review. *Thinking Skills and Creativity*, 59, 101943.

<https://doi.org/10.1016/J.TSC.2025.101943>

Sato, T. (2022). Assessing critical thinking through L2 argumentative essays: an investigation of relevant and salient criteria from raters' perspectives. *Language Testing in Asia*, 12(1).

<https://doi.org/10.1186/S40468-022-00159-4>

Sihombing, M. (2024). Clauses (Types of Clauses: Main & Subordinate Clauses). *TRANSFORM : Journal of English Language Teaching and Learning*, 13(2), 109–121.

<https://doi.org/10.24114/tj.v13i2.66787>

Sobari, A. (2015). (2015). *Sharpening Academic Writing Ability*. Remaja Rosdakarya.

Sophomore, V. T., Clarin, E., Lapid, R., Malaki, M., Plaza, V., & Barcena, M. (2023). Factors affecting the writing skills of the education students: A descriptive study. *World Journal of Advanced Research and Reviews*, 18(2), 1192–1201.

<https://doi.org/10.30574/wjarr.2023.18.2.0931>

Spencer, M., Gilmour, A. F., Miller, A. C., Emerson, A. M., Saha, N. M., & Cutting, L. E. (2019). Understanding the Influence of Text Complexity and Question Type on Reading Outcomes. *Reading and Writing*, 32(3), 603–637. <https://doi.org/10.1007/S11145-018-9883-0>

Stavans, A., Seroussi, B., & Zadunaisky, E. S. (2019). Literacy-related abilities' effects on argumentative text quality structure. *Journal of Literacy Research*, 51(3), 315–335.

Suhartoyo, E. (2017). The Importance of Critical Thinking Competence: An Investigation of Students' Writing Experiences. *International Seminar on Language, Education, and Culture*,

October, 34–42.

- Sutriawan, S., Rustad, S., Shidik, G. F., Pujiono, P., & Muljono, M. (2024). Review of ambiguity problem in text summarization using hybrid ACA and SLR. *Intelligent Systems with Applications*, 22, 200360. <https://doi.org/10.1016/J.ISWA.2024.200360>
- Taswin, A. (2019). *Improving Speaking Skill of the Second Year Students of MAN Model Terpadu Madani Palu through Impromptu Speech*. Tadulako University.
- Tolchinsky, L., Rosado, E., & Aparici, M. (2018). Escribir para pensar y persuadir de manera fundamentada. *Textos. Didàctica de La Llengua i La Literaturai*, 76, 14–21.
- Tolchinsky, L., & Stavans, A. (2023). Cultural Shaping of Standpoint and Reasoning in Analytical Writing. In P. M. Rogers, D. R. Russell, P. Carlino, & J. M. Marine (Eds.), *Writing as a Human Activity: Implications and Applications of the Work of Charles Bazerman* (pp. 143–166). University Press of Colorado. <https://doi.org/10.37514/PER-B.2023.1800.2.06>
- Turnpoint Consulting. (2023). *What is the PREP Method? How to use it in an interview and how to succeed in a new job*. <https://turnpoint-consulting.com/en/archives/job-hunting-tips/what-is-the-prep-method-how-to-use-it-in-an-interview-and-how-to-succeed-in-a-new-job>
- Ulfa, S. M., & Purwati, O. (2023). Argumentative Essay Patterns Produced by University Students. *Journal of English Education and Teaching*, 7(3), 595–612. <https://doi.org/10.33369/JEET.7.3.595-612>
- Vanderbauwhede, G. (2021). Review of A Contrastive View of Discourse Markers. Discourse Markers of Saying in English and French. *Corpus Pragmatics*, 5(2), 299–305. <https://doi.org/10.1007/S41701-020-00096-8>
- Zagorowski, P. (2024). *Mastering Communication with the PREP Framework*. <https://coffeejourneys.blog/mastering-communication-with-the-prep-framework/>
- Zhang, Y., Eto, H., & Cui, J. (2025). Linguistic challenges of writing papers in English for scholarly publication: Perceptions of Chinese academics in science and engineering. *PLOS ONE*, 20(5), e0324760. <https://doi.org/10.1371/JOURNAL.PONE.0324760>