

Impact of Reader External on Writing Indonesian Explanatory Texts Moderated by Appreciative Inquiry

Sadieli Telaumbanua

Universitas Prima Indonesia, Medan, Indonesia

ABSTRACT: Writing is one of the language skills to convey thoughts, ideas, and information to others (or readers) with written media and the main competencies that students must master. The education curriculum in Indonesia has assign that one of the competencies taught from elementary to university in Indonesia is the skill of writing explanatory texts. Therefore, this study aims to explain the role of reader assignments moderated by AI on the ability of elementary school students to write explanatory text in Indonesian . This study uses a quasi-experimental method with a counterbalanced design. Sixth-grade students of SDK BNKP Gunungsitoli, North Sumatra, Indonesia were selected as participants. The Friedmann and Wilcoxon test was used to test the hypothesis with SPSS version 26 for Windows. The findings of this study showed that students who were assigned external readers, both moderated by appreciative inquiry and those who did not, had a higher quality of explanatory text writing than students who did not. The implications of this study's findings are useful for Indonesian teachers and language teachers. Language teachers must guide students to assign external readers first, along with appreciative inquiry when writing various texts. Thus, students' difficulties in expressing ideas, thoughts, and information in written language can be overcome.

KEYWORDS: external readers; internal reader, appreciative inquiry; writing; explanatory texts

1. INTRODUCTION

The writing Indonesian explanatory text (hereinafter: WIET) has been determined as one of Indonesians' basic competencies or learning outcomes. This learning topic gets an adequate time allocation and is taught from elementary to high school. Mastery of this skill beneficial for students is to explore a topic thoroughly to express it to others clearly. In addition, also teaches students how to use language as a means to inform, educate, or persuade others, which is a necessary skill in one's life both now and especially in the future (see Wise, 2021).

Nevertheless, students still need help expressing their ideas, including writing explanatory texts. Research by Kharisma et al. (2020) among grade 5 elementary school students in Padang and Payakumbuh, West Sumatra, concluded that many children have difficulty determining topics, setting goals, making essay outlines, writing content, revising, editing, and publishing factual essays of various explanations. In Malang, East Java, it was found that there was limited knowledge of grade 6 elementary school students WIET (Widodo, 2020). Likewise, Yulistiani & Indihadi's (2020) research concluded that grade 5 students of SD Mekarwangi, West Java, had difficulty expressing ideas, thoughts, and ideas in written language in. Many more studies on elementary school students' writing skills show the difficulties of students and teachers in WIET.

Similar research has been conducted outside Indonesia. Thevadas & Hashim (2020), for example, concluded that dialogue via email can improve the ability of elementary school students to write descriptive essays. Likewise, Sowell (2019) states that modeling strategies from teachers can help elementary school students write various texts with good quality (see Luquin & Mayo, 2021).

Based on searches, related research was found in line with the stage of building context in writing learning at the basic education level (Block & Strachan, 2019; Cohen & Riel, 1989; Crowhurst & Piche, 1979). Block & Stracham's study of the influence of internal and external readers on the quality of essays by elementary school children in one rural district of the United States concluded that essays addressed to external readers were of higher quality than essays addressed to internal readers.

Cohen & Riel (1989) examined the essays of 7th graders in Jerusalem. Students were assigned to write essays on the same topic (one for teachers and one for peers outside Jerusalem. After the researchers examined the children's essays, the results were that children's writing, such as content, organization, vocabulary, language use, and writing, was of higher quality in essays addressed to peers rather than teachers. They concluded that the presence of writing context affects the quality of students' essays.

Crowhurst & Piche's (1979) study of students in grades 6 to 10 in suburban Minneapolis, United States, asked students to write essays for teachers and their best friends. The researchers found that students used language more effectively when

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communicating with their best friends (external readers) than their teachers. The findings of this study suggest that teachers consider the presence of context, such as external readers, as one means for students to develop quality ideas in written form. Both researchers believe that writing for peer readers, both internal and external, as a means of communication is of higher quality than writing for a teacher for evaluation purposes.

1.1 Objectives of Study

The identification of appreciative inquiry (hereinafter: AI) as a moderator variable distinguishes this study from previous research. The study proposes investigating the impact of external readers on writing Indonesian explanatory text moderated AI.

1.2 Research Questions

The main question of this study is whether external readers can improve students' writing Indonesian explanatory texts moderated by appreciative inquiry. Hence, there is need to find answers the following sub-questions:

1. Is there any effect of the determination of external readers moderated by AI and internal readers moderated by AI on WIET of elementary school students?
2. Is there any difference between the determination of external readers moderated by AI and the determination of external readers on WIET of students?
3. Is there any difference between the determination of external readers moderated by AI and the determination of internal readers on WIET of students?
4. Is there any difference between the determination of external readers and the determination of internal readers moderated by AI on WIET of students?
5. Is there any difference between the determination of external readers and the determination of internal readers on WIET of students?
6. Is there any difference between the determination of internal readers moderated AI and the determination of external readers in WIET of students?

2 LITERATURE REVIEW

2.1 Explanatory Text

Although Indonesian has been established as the national and state language, it functions as a second language for most people. Children are accustomed to using regional or local languages in everyday life, especially in rural areas. Learners in Gunungsitoli, Indonesia, experience this phenomenon. Indonesian is used when there is a learning process in class. Even at the basic education level (elementary and junior high schools), the regional/mother tongue is more dominantly used as the language of instruction. This condition at least affects the level of communication competence in Indonesian, written and oral.

WIET is one of the competencies in writing elements taught from elementary to high school school. At the elementary school level (grades 5 and 6), indicators have been set, namely students (a) able to explain causality relationships, (b) able to express observations to convince readers, (c) able to use linguistic rules to write texts per cultural contexts and norms, and (d) use new vocabulary that has denotative, connotative, and figurative meanings.

Related to this explanatory text, Knapp & Watkins (2015) views that this genre serves to explain and understand the phenomena of everyday life. This explanatory process is carried out logically, systematically, and objectively. Therefore, children should be accustomed from childhood to explain the results of their observations and imagination, both oral and written.

WIET introduced in the 2013 curriculum. Educators and students are expected to be able to develop ideas or ideas in the form of explanatory texts related to circumstances or situations around them after making observations to improve their thinking skills and creativity. Mastery of the skill of WIET is very beneficial in the development of the cognitive structure of learners (see Kemdikbudristek, 2022).

Research on explanatory texts has been carried out by researchers (lecturers, teachers, students). This shows that WIET has become the object of research. Various goals and designs are set to uncover problems students and teachers face, especially in elementary schools, while offering solutions to consider in the learning process. Nevertheless, there is still an opportunity to research WIET by displaying variables rarely used as objects of study.

2.2 The Role of the Reader in Writing Indonesian Explanatory Text

Writing is an act of communication. Every writer has a specific purpose, such as informing something, ideas, thoughts, and observations. Harmer (2004) believes that the communication's content is intended to be addressed to the reader. Thus, the main essence of writing is the process of sharing information, messages, ideas, or thoughts with audiences in the form of text (Bewuket & Matebie, 2019).

Attention to readers and listeners has been the subject of discussion by rhetoric, communication, and writing experts ever since Aristotle taught his students how to attract the listener's attention. In contemporary rhetoric and composition theory, the reader/listener has become one of the elements of rhetoric (see Gallagher & Poklop, 2014). In writing, the reader's role should be considered (Rijlaarsdam et al., 2009). It is further explained that writing is not only related to cognitive processes but also to social

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processes. In this case, the author must harmonize three representations of the text: the intent of the writing, the authentic text, and the reader. Thus, it can be concluded that the reader, by the act of reading it, functions important in a text after the absence of its author (Jati, 2020).

A writer's awareness of the importance of the reader's role will have an impact on their sincerity in developing information, thoughts, ideas, and ideas well so that readers understand as intended by the author (Powell & Dangler et al., 2014; Turgut, 2012). In this case, writing components such as content, organization, sentence structuring, and word selection, as well as spelling application, are the author's main concerns.

Chow & Ming research findings (2021); Block & Strachan (2019); Cohen & Riel, (1989); Ives & Crandell (1984); and Crowhurst & Piche (1979) proved that the quality of writing of primary education students is better when addressed to external readers, peers (communication purposes) compared to internal readers (evaluation purposes). Research at the level of high school and college students shows something encouraging. Student essays are of high quality when addressed to external rather than internal readers (Taylor, 2021).

Based on the opinions and findings of the research mentioned above, readers, both external and internal, contribute significantly to the writing skills of various texts, including explanatory texts. This aligns with the view of Ives & Randsdell (2014) that readers can be a fire of imagination for a writer.

2.3 The Role of Appreciative Inquiry in Writing Explanatory Text

The word AI can be interpreted as the maximum effort a person makes to explore his potential systematically and try to realize it. The word appreciative is recognizing and appreciating the best in oneself as a source of strength in life. The word inquiry is the act of exploring, elaborating, and finding potential, strength, and success to be used as a reference to do so in various spheres of life (see Cooperrider & Whitney, 2005).

AI encourages individuals to reflect on successes and think creatively about how to build on those successes. The more different suggestions are heard, the more likely it is that innovative ideas can be incorporated into effective new ways of doing things (Cooperrider & Whitney, 2000). AI is effective in educational research by focusing on the power to improve learning resilience (Cooperrider & Whitney, 2005).

Likewise, Davis (2020) states that AI has been used in various fields, such as economics, education, and community organization. In education, it is effectively used to increase students' self-efficacy. AI can increase confidence and motivation to do well and create a positive learning environment (Helens-Har, 2018). As a research approach, AI has been used by Susilawati et al. (2022) to find relevant learning models during covid-19. The researchers concluded that the limited face-to-face model at SMAN 1 Pusanagara is a direct practical learning model, a project-based learning model, a problem-based learning model, and an inquiry learning model.

Kamarubiani & Rosmia (2017) affirm that AI methods emphasize positive values so children have confidence and plans to create their future. Children are quite enthusiastic about learning and begin to take responsibility for their tasks. Both researchers recommend AI as one of the effective learning methods for the development of students' personalities.

In English language learning, Lessard-Clouston (2020) has introduced AI in English teacher education courses in Japan and America. The result was quite positive. Researchers suggest that teachers use AI to help students master the field of science being pursued (see also He, 2013).

The influence of AI in oral communication skills has been carried out by Hilao-Valencia & Cruz (2023) with the subject of teacher education students at a local college in Laguna, Philippines. The results significantly impacted students' motivation to improve their oral communication skills. The researchers concluded that AI is feasible in the classroom to build a safe learning atmosphere for students to acquire a second language because it can fulfill curiosity, positive reinforcement, and realize success in learning.

Based on the views and research findings described above, AI can guide students to explore their potential, which is then developed and realized. This concept has been applied in language learning and oral communication. In line with that, AI can be applied to learning to write explanatory texts at the basic education level. This follows Lewis's (2015) opinion that AI can be applied in elementary schools. The conclusions were drawn after a series of studies focused on improving writing skills and other learning activities. After a long reflection, researchers concluded that AI plays a role in empowering children in elementary school.

2.4 The Appreciative Inquiry 5-D Cycle

As the initiator of AI, David Cooperrider initially based this method on four principles: appreciative, collaborative, provocative, and applicative (Cooperrider & Srivastva, 1987). In subsequent developments, several experts developed it into a 5-D cycle: Definition, Discovery, Dream, Design, and Delivery/Destiny. Study uses a 5-D cycle because it begins with a definition identical to the determination of topics in the explanatory essay. The 5-D cycle is presented below.

2.4.1 Definition

In this phase, researchers and students determine the writing topic to be developed. Researchers and students jointly identify the structure and language of explanatory texts. Each student presented the experience of writing an explanatory text by emphasizing

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successes achieved in the past. This definition phase identifies the positives that guide learning, knowledge sharing, and action. In this phase, what students do is change the problem or failure of writing explanatory texts into positive and affirmative statements, namely successfully writing explanatory texts with good structure and language.

2.4.2 Discovery

During this phase, students engage in conversation to identify and appreciate the positives achieved when writing explanatory texts. The focus is on presenting the pinnacle of excellence and understanding the factors that support that success. Each student recounts their best successes and analyzes what strengths, best practices, and resources support them.

2.4.3 Dream

In this dream phase, students focus on imagining the success of writing explanatory texts based on past successes. This collaborative phase encourages students to discuss and collectively imagine their success in writing explanatory texts. By reflecting on the experiences and successes identified in the discovery phase, students gain inspiration and insight into the ability to write explanatory texts. A key element in the dream phase is the use of provocative propositions. These are statements or questions that inspire new ways of thinking. Combining past and future successes in explanatory texts encourages students to discuss and describe what they are proud of.

2.4.4 Design

This design phase builds on dreams by articulating the values, norms, systems, and structures necessary for dreams to come true. This phase describes the success of writing an explanatory text with the right design to realize the dreams and hopes set. Researchers and students collaboratively design the stages of writing explanatory texts according to the provisions.

2.4.5 Destiny/Deliver

The Deliver/Destiny phase is the culmination and beginning of implementing an appreciative learning culture. This phase is focused on the collective implementation of mutually agreed designs. The students are determined to write explanatory texts according to the stages determined and mutually agreed upon. In addition, the Deliver/Destiny phase also emphasizes the importance of continuous learning. This encourages learners to develop a culture of curiosity and exploration in writing explanatory texts. Students are encouraged to reflect on their experiences and learn from successes and failures. This continuous learning process allows students to develop and be adaptive to learning models.

3. THE STUDY

This study used a quantitative quasi-experimental method with a counterbalanced design (see Gall et al., 2003). This design was chosen because each group received treatment at different times than others. This is what makes this balanced design have advantages. In addition, each group can be controlled with double treatment and assessed simultaneously (see Sarkies et al., 2019). The weakness is that it can only be used if there is confidence that the provision of treatment will not affect other treatments. One way that the treatment does not affect each other is given a time gap of 3-4 weeks (see Christensen et al., 2014). In addition, the subject is free to determine the writing topic based on a predetermined theme.

Another reason for using this design is the opportunities provided by schools. The school only allows research/data collection if it does not interfere with the learning process. Based on an agreement with school leaders, the research was carried out from August to November 2024, once a week, every Friday, 07.30 – 09.00. Seen table 1 below.

Table 1: Research Design

AT-1	BT-2	CT-3	DT-4
AT-2	BT-3	CT-4	DT-1
AT-3	BT-4	CT-1	DT-2
AT-4	BT-1	CT-2	DT-3

(Note: A, B, C, and D are the symbol names of student groups; T-1, T-2, T-3, and T-4 are treatment symbols.)

4. METHOD

4.1 Participants

The study subjects were six grade SDK BNKP Gunungsitoli, Indonesian for the 2024/2025 learning year, as many as three classes with a total of 60 people (men 25 people; women 35), ages 11 – 12 years. The determination of the subject of this research was motivated by the number of students who allowed counterbalanced experimental research to be carried out. In addition, school leaders allowed researchers to divide subjects according to the research design. While the number of grade 6 students in other elementary schools is between 30 – 40 people and is not allowed to be aligned with the research design. The 60 subjects were divided into four groups, 15 each with the designations A, B, C, and D.

4.2 Instrument

An instrument in the form of a competency test for WIET is used to obtain the explanatory text data. This competency test was developed based on a predetermined theme: the Nou River Overflowing Again. Before this instrument was used, validation was carried out, namely communicating with lecturers of learning evaluation courses, FKIP Santo Thomas University North Sumatra with BH installs. Also consulted subject teachers (grade 6 elementary school teachers) with the initials RD and KH. The results of qualitative validation from peers show that the validity of the explanatory test instrument is suitable for use.

In addition, trials were conducted for SDK Mutiara Gunungsitoli students. This trial was attended by 31 students. The purpose of the trial is to see the clarity of the instructions for WIET and to determine the adequacy of the available time. Meanwhile, to determine the instrument's reliability level, inter-rater reliability is used (Bardhoshi & Erford, 2017) is the accuracy of scoring by two scorers. The calculation results are carried out using Cronbach's Alpha formula. The testing results with IBM SPSS (Statistical Program for Social Science) version 26 obtained results of 0.99, greater than 0.60. That is, this research instrument has a high level of reliability, so it is suitable for use.

4.3 Data Collection

In implementing this reader determination and AI as well as data collection, some class teachers help us researchers, namely SZ and MT. Both of these teachers have ten years each. The implementation of data collection begins with information on learning objectives, learning implementation, material topics that need to be studied/studied, and assessment techniques. The competence of the explanatory text was explained by the class teacher when the subject was in grade 5 elementary school. The theme that was used as the topic of writing the explanatory text was the Nou River Overflowing Again. This theme was chosen because the domicile city of the research subject was divided by a large river that often overflowed due to floods, submerging some people's homes. The study was conducted from August to November 2024.

Following the variable, its implementation in the class is as follows:

- (1) Create a pleasant learning atmosphere by establishing familiarity with all subjects;
- (2) After creating familiarity, researchers inform learning goals and outcomes;
- (3) At our inaugural meeting, the researcher explained the things the subjects did during the study;
- (4) The implementation of data collection in assigning subjects to write an explanatory text is as follows.
 - a. In determining the external/internal reader and AI with symbols T-1 and T-3, researchers invite the subject to determine the external/internal reader of the explanatory text to be developed. The determination of this external/internal reader is left entirely to the subject according to their wishes. Our role as researchers and teachers is limited to advising. Once the subject has been assigned an external/internal reader, it collaboratively continues with the 5-D cycle. This AI activity boils down to (i) extracting the description of the topic of the explanatory text, (ii) revealing the success of the subject in writing the previous explanatory text, (iii) the expectations or ideals of the subject in writing the explanatory text, (iv) things that must be prepared to write the explanatory text, and (v) the implementation of the activity of writing the explanatory text. The time required for reader assignment activities (external and internal) and appreciative inquiry is 20 minutes. In comparison, the time to write the explanatory text is 70 minutes.
 - b. The implementation of writing explanatory texts without AI with symbols T-2 and T-4 is limited to the subject's determination of external/internal readers of explanatory texts. The determination of this external/internal reader is left entirely to the subject according to their wishes. Our role and teachers is limited to advising. After the subject sets the external/internal reader for 5 minutes, write the explanatory text for 70 minutes.

4.4 Data Analysis

After completing the data collection, the following analysis was carried out:

- (1) Verifying, namely checking the data obtained. The verification results show that the data is worth analyzing;
- (2) Score the results of the explanatory writings of the research subjects. Two scores were set in this case, with the initials EP and EW (lecturers of the FKIP Writing Skills course at Universitas Prima Indonesia). From the scoring results, there is no difference between the two appraisers, so there is no need to assign a third appraiser;
- (3) Tabulate scores according to variable characteristics. The score tabulation obtained 60 explanatory text manuscripts for each group. So, a total of 240 manuscripts were written;
- (4) Testing for normality and homogeneity of variance to ensure statistical tools are used. From the test results, two unqualified data were obtained (T-2 and T-4). At the same time, variant homogeneity testing is declared qualified. The test results of the two conditions can be seen in Table 2 below.

Table 2: Variance Normality and Homogeneity Test Results

Group	Normality Test	Conclusion	Variant homogeneity test	Conclusion
T-1	0.063 > 0.05	qualify	0.334 > 0.05	homogeneous
T-2	0.002 < 0.05	not qualify		
T-3	0.188 > 0.05	qualify		
T-4	0.040 < 0.05	not qualify		

Based on the results of normality testing, two groups were found that did not qualify. In comparison, the variant homogeneity test qualifies. Since one of the parametric statistics requirements is not met, non-parametric statistical analysis, i.e., the relevant Friedman test, is used to test the research hypothesis (Abbott, 2011).

(5) Testing hypotheses based on the results of data analysis with IBM SPSS (Statistical Program for Social Science) version 26.

5. RESULTS

5.1 The first question

The hypothesis (H_0) tested is that there is no effect of the determination of external readers moderated by AI and internal readers moderated by AI on the ability to WIET of grade 6 elementary school students, while H_a is the influence of the determination of external readers moderated by AI and internal readers moderated by AI on the ability to WIET for grade 6 elementary school students. The test criteria are (a) if the value of asymp.sig < 0.05 or the value of Chi-Square > of the Chi-Square table, then H_0 is rejected, and H_a is accepted. Conversely, if the value of asymp.sig > 0.05 or the value of Chi-Square < from the Chi-Square table, then H_0 is accepted, and H_a is rejected.

Friedman's test results obtained asymp. sig of $0.000 < 0.05$ and Chi-Square $177.361 > 7.81$ (df 3). The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted based on acquiring these statistical values. The conclusion that can be drawn is that there is an effect of the determination of external readers moderated by AI and internal readers moderated by AI on WIET of elementary school students. The calculation results are listed in table 3 below.

Table 3: Friedman Test

N	Chi-Square	df	Asymp.Sig
60	177.361	3	0.000

Furthermore, hypothesis testing of the second to sixth research questions was carried out based on the Wilcoxon test. Criteria for acceptance and rejection of hypotheses based on asym.sig (2-tailed) values. The following are presented sequentially the results of hypothesis testing and its conclusions.

5.2 Second question

Wilcoxon test results obtained asymp. sig of $0.000 < 0.05$. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted based on acquiring these statistical values. The conclusion is that there is a difference between the determination of external readers moderated by AI and the determination of external readers on WIET of students. When associated with value description, external reader assignments moderated by AI were 83.95% higher on average compared to the average external reader assignments alone (76.88).

5.3 Third question

Wilcoxon test results obtained asymp.sig of $0.000 < 0.05$. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted based on acquiring these statistical values. When associated with value descriptions, external reader assignments moderated by AI were 83.95 percent higher on average than internal reader assignments alone (64.05). The conclusion can be drawn is that there is a difference between the determination of external readers moderated by AI and the determination of internal readers on WIET of students. External reader assignments moderated by AI are more effective than internal reader assignments.

5.4 Fourth question

Results of Wilcoxon test obtained asymp. sig of $0.000 < 0.05$. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted based on acquiring these statistical values. When associated with value descriptions, internal reader assignments moderated by AI were 70.57% lower on average compared to the average external reader assignments alone (76.88). The conclusion can be drawn is that there is a difference between the determination of external readers and the determination of internal readers by AI on WIET of students. The determination of external readers is more contributable to the writing of explanatory texts than internal readers moderated by AI.

5.5 Fifth question

Based on the Wilcoxon test, an asympt.sig of $0.000 < 0.05$ was obtained, and the acquisition of the statistical value confirmed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. When associated with value descriptions, internal reader assignments moderated by AI were 70.57 times higher on average compared to the average internal reader assignments alone (64.05). The conclusion can be drawn is that there is a difference between the determination of external readers moderated by AI and the determination of internal readers on WIET of students. Internal reader assignments moderated by appreciative inquiry contribute more to writing explanatory texts than internal reader assignments.

5.6 Sixth question

The value of asympt.sig , based on the Wilcoxon test, is $0.000 < 0.05$. The statistical value confirms that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Regarding value descriptions, external reader assignments are 76.88 higher on average than internal reader assignments alone (64.05). Guided by these static values, it can be concluded that there is a difference between the determination of internal moderated by AI and internal readers on the WIET of students. Internal reader assignment moderated AI is more effective in writing explanatory text than internal reader assignment.

7. DISCUSSION

This empirical research shows that grade 6 students of SD BNKP in Indonesia who set external readers before writing drafts play a large role when WIET compared to setting internal readers, even though both apply AI. This finding is in line with the previous researchers' conclusion that basic education students who address their writing to external readers are more pithy and qualified than internal readers (see Chow & Ming, 2021; Block & Strachan, 2019; Cohen & Riel, 1989; Ives & Crandell, 1984; and Crowhurst & Piche, 1979).

When related to the view of Ives & Crandall (2014) that readers can be a fire of imagination for an author, this researcher's findings have a common thread. Writers, especially students at all levels, must think momentarily and determine who will read their writing. This is also under Kellogg's (1994) opinion that writers use a few moments to set topics, readers, and goals known as pre-written terms. A similar thing was once voiced by Pfister & Petrick (1980), that one of the important things in developing ideas into a written work is to instill rhetorical attitudes, including analyzing readers both externally and internally.

The thing that needs to be examined is the application of appreciative inquiry as a pre-written activity. The findings of this study show that AI does not play many roles in the variable of internal reader assignment. Its contribution is more tangible when combined with the determination of external readers. This can be seen in the average scores obtained by the students. This finding aligns with Lewis's (2015) opinion that AI can be applied in elementary schools. Especially in WIET that begin with the determination of external readers, the role of AI is proven through this study.

The application of AI in various fields has benefited. Sacco-Bene (2020), which applies as one of the components of evaluation and improvement of course, can motivate participants in terms of engagement, perspective, modeling, and collaboration. Each component can increase student activity in class interaction and student independence. Davis' research findings (2020) align with this study, which can increase student motivation and self-efficacy. Likewise, Helens-Har's (2018) research, Kamarubiani & Rosmia (2017); Lessard-Clouston (2020; He (2013); Hilao-Valencia & Cruz (2023) have parallels with this study, which can foster a positive attitude in students. This attitude is indispensable in various life dimensions, including school learning. The students can handle the failures they have experienced. They rise and cultivate resilience to realize their goals sustainably.

Although AI is very useful in various fields of life and science, the findings of this study show its limitations in WIET addressed to internal readers. This phenomenon must be associated with students' development at the elementary school level. One related aspect is the development of social-emotions. The social relationships of children who are in one community are very dynamic. At any given moment, they show dislike to their peers. In addition, children have a long memory of past experiences (see Lamb, 2015). This phenomenon is assumed to be influential when children WIET for internal readers (teachers or classmates). The growth of a positive attitude and learning resilience through appreciative inquiry are less influential. Therefore, the socio-emotional learners determine the meaningfulness of AI in learning to WIET for internal readers. In this case, teachers need to foster harmonious communication among the class community so that a collaborative atmosphere is created in learning.

The study had several limitations. The data collection instrument is made by researchers. Although the level of validity and reliability has shown feasibility, there may still be some things that could be improved. Therefore, research on the same or different topics can be done by preparing standard instruments.

Likewise, the research design of the counterbalanced design experiment felt that there were still areas for improvement, including the boredom of the subjects writing explanatory texts even though they were given a gap of 60 days or implemented in several schools This can reduce the quality of the data collected. Advanced research can be done with other designs, such as true experiments and classroom actions research.

The final score given by the two raters is still subjective. This is inevitable because writing scoring is based on the mood of the rater. Further research needs to assign raters as many as 3 or 5 people so that the objectivity of the score is well maintained.

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In terms of data analysis also has limitations. Since the data are not eligible for processing with parametric statistics (repeated measurement), non-parametric statistics (Friedman and Wilcoxon tests) are an option. Therefore, further research needs to consider standard data collection instruments to process data with parametric statistics. The view does not mean to denigrate non-parametric statistics. Solely to maintain the accuracy of research data.

8. CONCLUSION

Based on the data analysis results, elementary school students' ability is different between the determination of external readers moderated by AI and internal readers moderated by AI. The quality of student writing that establishes an external reader is more pithy than the quality of student writing that establishes an internal readership, although each is moderated by AI.

Concerning variation, each sub-variable also has differences between the assignment of external readers moderated by AI and the assignment of external readers. Likewise, the external reader assignment moderated by AI is better than the internal one. Similarly, an external reader assignment is better than an internal one moderated by AI. Furthermore, an internal reader assignment moderated by AI is better than an internal one. Finally, an external reader assignment is better than an internal reader assignment.

The findings of this research are useful for teachers in the implementation of learning Indonesian as a second language in Indonesia, especially in learning to write explanatory texts and other genres. Generally, it can be implemented by language teachers. Writing is not merely pouring ideas or thoughts into a text. Many aspects need to be considered, one of which concerns the determination of learner-writing readers. Teachers at the elementary school level should foster rhetorical attitudes by prioritizing learning resilience collaborative, and socio-emotional development of children.

The determination of external readers as a strategy to improve the ability to write explanatory texts at the elementary school level has been proven. Further research can be carried out at a higher level to ensure a holistic contribution. It is not impossible that this finding could have been different if it had been done in high school, as it is known that elementary school students have a labile attitude toward the things they face. Characters like this affect learning activities in schools.

Regarding moderator variables (AI) whose contribution is proven to be in external readers and less visible role in internal readers, further research can be done by adding moderator variables related to psychological dimensions such as motivation, self-efficacy, executive function, etc. This aligns with the nature of writing, which involves cognitive and even metacognitive processes.

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