VALUING MORALLY WHAT STUDENTS CAN DO
BY ANALYZING THE DEEPER FEATURES OF THEIR WRITINGS

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Abstract
This paper aims to show how to value morally what a student, as a young learner, can write by analyzing his transactional writing through the theory of deeper features. Deeper features is a method to assess and analyze the students' language production which was invented by the Ministry of Education of New Zealand. This paper applies a descriptive qualitative research method as the methodology. The data instrument used in this paper is naturalistic observation and it involves a grade 1 student aged 7 years old and a grade 4 student aged 10. Based on the analysis, the students show different yet significant results. In terms of audience purpose, Student 1 can explain personal meaningful phenomena while Student 2 can write with clarity. In terms of content ideas, Student 1 attempts to write simple ideas while Student 2 can formulate and convey simple ideas with reasons or opinions. In terms of structure, both students are able to use mainly simple and some cod sentences. In terms of language, both students extend the usage of key topic-appropriate words along with high-frequency words.

Keywords: deeper features, transactional writing, valuing morally, young learner

Introduction
Depression has become one of the most concerning issues in the modern world. Supported by the World Health Organization (WHO), depression is stated as the most threatening illness in 2021 which can lead to many various diseases (WHO, 2021). The causes of depression are various, but, in the Indonesia setting, one of the major sources comes from educational institutes. Research conducted by Utami et al supported this statement through their findings which reveal that elementary schools become one of the major depression sources for Indonesian elementary school students (2017, p. 1). This happens because most Indonesian elementary schools elements do not embrace a stress-free environment for the students. Instead, teachers, as one of the school elements, tend to construct stress among students by discrediting students' abilities and work. As a result, students will be scared and demotivated, and this will lead them to depression (Barseli et al, 2017, p. 144). If the students have already experienced depression since their childhood, then this will result in a bad effect. In the future, they will turn into adults who are full of hatred and this will surely create a bad living environment.

Therefore, this can actually still be prevented since elementary school students or young learners are very sensitive learners. Sensitive means they can be mentally and physically affected during their growth and learning process (Morin, 2020, para. 3). Since it is easy to affect their mental state, therefore it is also easy to make them open-minded learners since open-mindedness is related to mental construction. Open-mindedness is indeed important during this globalization era because it helps human beings, young learners as students, in this case, to be open with plurality and to be able to understand many phenomena holistically (Cherry, 2022, para. 4). Thus, to help them to become open-minded learners in the future who are open to feedback and able to value others, teachers must value what they can already do. Valuing what students can do is described as valuing morally. Valuing students morally is even considered the zeroth law of education (Robertson, 2013, p. 1). This argument indicates its significant core in the world of education.

As it is indicated by the term, there are 3 different kinds of valuing students based on Robertson's theory. Those are valuing instrumentally, valuing intellectually, and valuing morally. First, valuing instrumentally focuses on valuing students if they can accomplish or complete a certain goal. Second, valuing intellectually refers to valuing students' intelligence or book knowledge. Third, valuing morality which becomes one of the core theories in this paper, is described as the act of valuing students as whole beings. The term "whole beings" is simply defined as a person (Robertson, 2013, p. 1). This further means that valuing morally helps students to be accepted, loved, and welcomed as human beings who still do imperfections in their life. This also implements the importance of being a caring person to young learners as students because valuing morals leads to the realization that the teachers care about the young learner's opinions This is proven by Brittany cited by Robertson when Brittany's students gave a testimony of how happy they were when their teacher valued and welcomed their ideas completely (Robertson, 2013, p. 2).

Valuing young learners morally can be done in many ways by teachers. In the language education context, valuing morality can be done in the class by observing and analyzing their learning process and outputs. For example, teachers can observe, analyze, and conclude the speeches produced by young learners. The result is instead of focusing on and pointing out the errors as well as the mistakes, the teachers can understand what the learners can already do. Furthermore, the teachers can praise the learner's progress and share insights that can help the learners enhance their skills.

Analyzing and understanding the learner's output is related to the washback theory. Washback theory is the influence received by the students after the testing conducted by the teachers (Pitoyo et al., 2020, p. 4). To simplify, the washback theory is branched into two polarities such as the positive effect and the negative effect. A positive effect happens when students and/or teachers feel encouraged during and after the assessment process. It can also happen when the teachers want to self-reflect on their learning process, analyze and understand the pros and cons of the learning process, and finally maintain and improve the joy of learning with the students (Pitoyo et al., 2020, p. 4).

In relation to the washback theory, valuing morality in language education is strongly connected with enhancing the positive washback theory. As it is argued in

the explanation about valuing morally, this type of valuing focuses on praising and warmly evaluating what the students can already do with their language acquisition (Pitoyo et al., 2020, p. 4). One of the examples can be seen within the teaching-learning cycle. According to the theory of the teaching-learning cycle, there are four interconnected cycles such as building the context of the field, deconstruction, guided practices, and independent construction (Derewianka as cited by State Government of Victoria, 2019, para. 3). As an example, the implementation of valuing morally as a part of enhancing positive washback can be done during the independent construction. During independent construction, learners begin to independently construct verbal and/or written ideas based on what they have learned. This is a crucial stage since it is the time for the learners to finally portray what they have acquired from the lesson.

The process of valuing morality during the independent construction can be implemented by giving and enhancing spaces for the learners to express their ideas and think about further details. For example, when learners begin to produce their own opinions and ideas through speeches, teachers can trigger more discussion and welcome more ideas from the learners instead of shutting down the learner's ideas (Robertson, 2013, p. 2). As it is explained earlier, valuing morality can be done in many ways; thus, it can also be applied during the learner's writing, reading, and even viewing.

Valuing morally what learners can already do or understand is done, one of the examples, through the application of deeper features. Deeper features is one of the assessment elements which focus on the purpose, the idea, the structure, and the language of the learners (Te Kete Ipurangi, n.d.). This approach of assessment is proposed by the Ministry of Education of New Zealand. The rubrics and the descriptors of what the learners can already do are provided so that teachers can read, understand, and implement them during the teaching and learning process.

The deeper features are applicable to all language skills. An example of the application of deeper features is writing. According to the Ministry of Education of New Zealand, types of writing are defined as poetic writing and transactional writing (Te Kete Ipurangi, n.d.). To simplify, poetic writing is commonly known as fiction and transactional writing is commonly known as non-fiction.

Therefore, as the theoretical framework and as the conclusion of the theories, teachers can teach young learners how to be open-minded and caring human beings by valuing what they can already do or valuing morally. Valuing morality can be done in many subjects and one of them is in language class. Teachers can value what young learners can do in the language class, and one of the examples is by valuing morally what they can write. This can be implemented by applying the theory of deeper features promoted by the Ministry of Education of New Zealand.

This paper is going to present how to analyze what two young learners can already write in their non-fiction text production. To analyze what the young learners can already write, the writer applies deep features theory to analyze and understand the students' audience purpose, content ideas, structure, and the language used beneath the text. Since the paper elaborates on the analysis of the deep features, therefore it also aims to enhance the positive washback effect for young learners.

Since this paper belongs to the assessment analysis, the writer, therefore, has reviewed two papers related to the topic. The first reviewed paper is written by

Zuhri in 2017 which discusses how the students of English Language Education of Universitas Negeri Surabaya understand and implement the classic assessment instruments such as multiple choices, fill-in-the-blanks, and also short answers (Zauhri, 2017, p. 1). From the paper, it can be concluded that the mentioned students can understand the types of classic assessments and are able to conduct the assessment as well as analyze the obtained results from the assessment. The second paper conducted by Dharma in 2021 discusses how English teachers of Junior High School 1 Baturiti learn, understand, implement, and analyze the authentic assessment since they previously were not equipped with any knowledge and practice about assessment (Dharma & Oktaviani, 2021, p. 1). The result of the paper is that English teachers can eventually learn and understand the implementation of authentic assessment; an assessment instrument which aims at the student's performance in answering problems in real life. Furthermore, they can apply the instrument to assess what the students are not able to perform in their writing and speaking. Although those papers explain how to implement an assessment to test students' language skills and analyze the results, they do not explain the application of deeper features to analyze the results of the language assessment. Therefore, the writer views this as an opportunity to contribute another method to analyze the assessment results.

There are two contributions that can be presented from this paper. First, this paper promotes another way to assess students' writing, in this case, young learners, by applying deeper features to examine the purpose, idea, structure, and language. Second, this paper encourages but is not limited to, language teachers to also focus on analyzing, understanding, and finally valuing what the students can already do with their language skills. This helps them to become caring, critical, and open-minded figures in the future.

Method

This paper aimed to analyze the deeper features of young learners' transactional writing and described how the analysis was done; therefore, the writer applied a descriptive qualitative approach. This was done because this paper was constructed to explain non-numerical data which were related to "why" and "how" aspects (Kim et al., 2017, p. 23). The population was the grade 1 and grade 5 students who have started learning writing under the writer's personal online tutor. The writer chose a seven years old student named Jason (nickname) who is now in grade 1 of a certain elementary school in Bandung and a five years old student named Misael (real name) who is now in grade 5 of a certain elementary school in Purworejo. The reason why the students were chosen was that they match the criteria of the subject of the paper; young learners or students in grades 1 and 5 of two elementary schools who have learned how to write non-fiction texts. Therefore, this paper applied purposive sampling because the subject of the analysis was selected based on the matched purpose of the paper (Hidayat, 2021, para. 1).

The data were obtained through naturalistic observation. This observation occurs when the researcher observes, records, and analyzes the subject of the research in the natural environment. The definition of a natural environment does not simply mean an environment in nature such as ponds, jungles, and deserts. However, it means that there is no manipulation or controlled system during the observation (Mcleod, 2006, sec. 2). In addition, the participants do not realize that

they are being observed. In relation to the practice, the writer did not tell the students that the class was observed to obtain some data for the paper. This was done because the students would be shy and could not show their best performance during the class if the writer told them that they were being observed.

The obtained datum was in the form of a transactional writing or non-fiction text. It was recorded by screen shooting the platform used by the teacher and the student. There were 2 transactional writings produced by the students and it was written on May 4th, 2022, and September 6th, 2022. The data were analyzed qualitatively by focusing on the purpose, idea, structure, and language of the writings as what the theory of deep features proposed.

Findings and Discussion

The context of the teaching and learning for student 1

For Student 1, the English class was conducted on May 4th, 2022 and it involved a science unit about animals. The teacher welcomed the student to share his knowledge he had already known about animals around and even not around him to expand the discussion. The writing and its discussion were done during the fluency development (toward the end of the class).

At the beginning of the class, the writer who also became the teacher showed a picture of animals and invited the student to explain what the picture was. This was done to bridge the knowledge that the student had already obtained and the topic which he was going to learn. This stage, according to the theory of the teaching-learning cycle, belongs to building the context (Derewianka as cited by State Government of Victoria, 2019, para. 3). After that, the writer showed an ordered picture of animals, and each animal's name was also shown in the picture. This aimed to build up the student's vocabulary by introducing animals' names in English. The next activity was guessing the name of the animals by filling in the blanks. This activity was done by the following procedures: 1) The writer told the student that the writer was going to write clues about a certain animal, and 2) After reading and understanding the clues written by the writer, the student needed to answer what animal it was. An example of the writer's writing is *"I am a ….. because I can swim and walk on the land. Look! I have four legs and a strong shell!"*. This stage belongs to the guided practice according to the teaching and learning cycle theory (Derewianka as cited by State Government of Victoria, 2019, para. 3). Before proceeding to the next stage, the writer explained to the student that he was going to write anything about animals that he liked, and the teacher's writing was also considered as the writing example. The last stage was inviting the student to choose any animals he liked. After choosing his favored animal, he had to write anything in English about the animal. Based on teaching and learning cycle theory, this last stage can be considered as independent construction (Derewianka as cited by State Government of Victoria, 2019, para. 3). The transactional writing, the text which the writer analyzed further, was constructed by the student during the independent construction.

Teacher-student conversation during the transactional writing production for student 1

Before, during, and after the student constructed his transactional writing, the teacher and the student were involved in a conversation about what the student was

about to write and had written. The conversation and the result of the writing are shown below.

Before the transactional writing
Teacher   : Thank you for helping Mr. Cahya mentions the correct animals! Are you now ready to write about your favorite animals?
Student 1   : My favorite animals!?
Teacher   : Yes! Your favorite animals!
Student 1   : Pig, pig, pig! I want a pig!
Teacher   : Pig? Why not! Let's write something about pig!
Student 1   : Like this? (*Pointing previous assignment*)
Teacher   : Bingo!
Student 1   : Okay!

During the transactional writing
Student 1   : Mr. Cahya, I want draw pig too, ya?
Teacher   : Sure!

After the transactional writing
Student 1   : (*Showing his writing*) Finish, Mr. Cahya!
Teacher   : Bravo! Could you read it, please?
Student 1   : (*Read his own writing*)
Teacher   : Why does Piggy the pig love to eat carrot? (*Pointing the picture*)
Student 1   : I am read with mommy, Mr. Cahya. (*Short pause*) Piggy is love KFC and he is can dance and he is ten years old! (*Short pause*) Oh and he is similar Mr. Cahya! (*Drawing a glasses on the pig's face*)
Teacher   : Wow, Piggy goes to KFC, loves to dance, and is similar to me! How do you know?
Student 1   : Aaah, I don't know.
Teacher   : From your imagination? (*pointing the head*)
Student 1   : Yes!
Teacher   : Oh, this is so cute! I like your idea and I love Piggy very much! Thank you so much! You are so good! You can express your ideas nicely! Your explanation is simple and I understand it! Your imagination is also good!
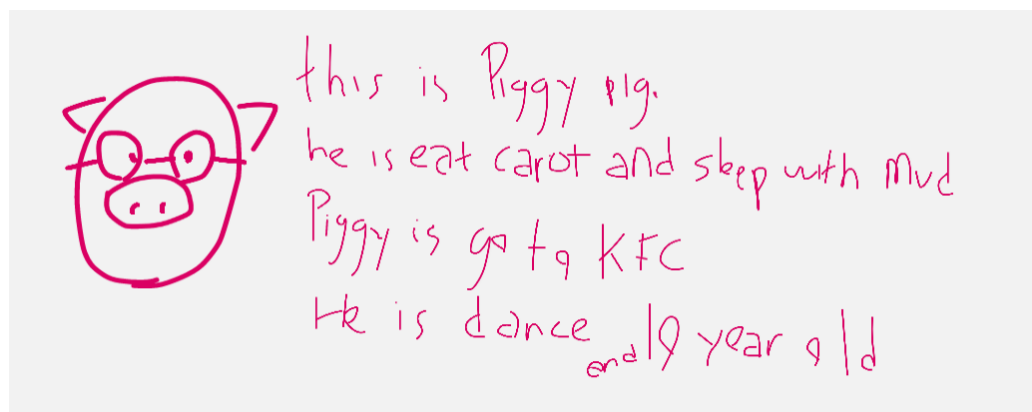Student 1   : Thank you, mister!

Figure 1. Student 1: Transactional writing about a pig

The deeper features of the transactional writing for student 1

The first aspect to be reviewed is the **audience purpose** of the text written by Student 1. As can be seen, the student aimed to deliver his knowledge about pigs. This was done by the student by attempting to write a simple explanation about the pig's appearance and habits. He even added a picture to strengthen his understanding of pigs. Besides adding more information to the writing, the picture also gained the writer's interest. According to the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand, the student's writing purpose is on **level 1ii**.

The next aspect is the **content idea** of the text. Based on the writing, Student 1 was able to form and express simple ideas from his knowledge and imagination. The knowledge and the imagination came from the student's personal perspective; the writer did not trigger the student with questions or clues which could inspire the student such as *"what is pig's favorite food?", "you can write about pig's hobby",* and similar clues. Therefore, the student's content idea is on **level 1ii**.

The third aspect of the deeper features is the **structure** of the text. Reviewing the student's transactional writing, the student mainly wrote his ideas in simple sentences. However, he attempted to produce a compound sentence by writing "and sleep with mud". Therefore, according to the descriptor of the deeper features, the student's writing structure is on **level 1ii**.

The last aspect which will be described is the **language** used by the student in his writing. Based on the text which was produced by the student, he already wrote words and expressions which were related to the topic. Not only limited to the key topic-appropriate words, but he extended the explanation by adding more words and phrases such as "KFC", "dance", and "10-year-old". Although these details are not logically related to the topic, they show students' vocabulary knowledge and add more flavor to the writing. Thus, the student's writing language is on **level 1iii**.

What the writing shows for student 1

Based on the conversation above, it can be concluded that Student 1 was already able to produce simple expressions and ideas in his writing. To strengthen his idea, he even added a picture to visualize his messages. In relation to the writing idea, he relied on his own understanding and imagination to describe and explain the topic of the writing. He could already use key topic-appropriate words in his writing and add more imagination-based information by extending the writing with some logically unrelated words. The table which shows the student's writing, the teacher's interpretation, and the analysis of each element of the deeper features is presented below.

Table 1. The results of the deep features analysis of the writing of student 1.

Student's Writing	This is Piggy pig. He is eat carrot and sleep with mud. Piggy is go to KFC. He is dance and 10 year old.
Teacher's Interpretation	This is Piggy the pig. He eats carrots and sleeps in the mud. Piggy loves to go to KFC. He loves dancing and he is 10 years old.
The Audience Purpose - Level	The student is able to write simple explanations about the topic. He adds a picture as an illustration which helps him to gain an attention - Level 1ii
The Content Ideas - Level	The student is able to write simple ideas as the basis of the explanation. He sticks with his own knowledge and personal imagination as the core of the ideas - Level 1ii
The Structure - Level	He mainly uses simple sentences and attempts to write a compound sentence - Level 1ii
The Language - Level	He applies words which are logically related to the topic and extends the explanation by adding more words which logically are not related to the topic, but they show student's vocabulary level - Level 1iii

Where to next? (For student 1)

To help the student move towards the next level, there are several considerations which can help him: 1) Audience Purpose, the student is guided to construct his clarity in delivering his ideas. 2) Content Idea, the student is encouraged to write supporting details to the idea. 3) Structure, the student is guided to produce more compound sentences and encouraged to try constructing a complex sentence. 4) Language, the student is helped to expand his vocabulary so that he can extend the idea by writing more key topic-appropriate words. He can also be implicitly introduced to basic tenses such as the simple present, simple past, and simple progressive tense.

The context of the teaching and learning for student 2

For student 2, the English class was conducted on September 6th, 2022 and involved a science unit about animals as well. The teacher told Student 2 that he is free to choose any animal. In accordance with the previous context of the teaching and learning for Student 1, the teacher welcomed the student to share the knowledge he had already known about animals around and even not around him in order to stretch the discussion. The writing and its discussion were done during the fluency development (toward the end of the class).

The flow of the teaching and learning of Student 2 is the same as the one conducted for Student 1. To begin with, the writer who is also the teacher showed a picture of animals and invited Student 2 to explain the teacher's picture to bridge the student's obtained knowledge and introduce the topic which Student 2 was going to learn in accordance with the building context of teaching-learning cycle (in reference to Derewianka as cited by State Government of Victoria, 2019, para. 3). Next, aiming to enrich Student 2's vocabulary of animal names in English, the writer showed sequences of animal pictures along with its names. Then, Student 2 was asked to guess the name of animals by filling in the blanks. The procedure was done in the following sequence as done for Student 1 previously: 1) The writer told the student that the writer was going to write clues about a certain animal, 2) After

reading and understanding the clues written by the writer, the student needed to answer what animal it was. An example of the writer's writing is *"I am a …. because I can swim and walk on the land. Look! I have four legs and a strong shell!"*. Again, this stage refers to the guided practice stage in teaching and learning cycle theory (Derewianka as cited by State Government of Victoria, 2019, para. 3). Afterwards, the writer gave a brief explanation for Student 2 before entering the last stage of independent construction, to write on his own: Student 2 can write anything about his favorite animals while referring to the teacher's writing as an example. Hence, Student 2 chose his favored animal and wrote about it in English, including other information details about the chosen animal. Thus, the last stage of independent construction was completed (Derewianka as cited by State Government of Victoria, 2019, para. 3). The text that the writer analyzed further below is taken from the transactional writing of Student 2 during the independent construction stage.

Teacher-student conversation during the transactional writing production for student 2
As conducted during the teaching and learning for Student 1, the same is done for Student 2. Before, during, and after the student constructed his transactional writing, the teacher and the student were involved in a conversation about what the student was about to write and had written. The conversation and the result of the writing are shown below.

Before the transactional writing
Teacher   : So, let's write about your favorite animal. Your favorite animal is .....
Student 2   : Bear. Strong and power!
Teacher   : Yeah, a bear is powerful!
Student 2   : Can I draw too?
Teacher   : Sure!

After the transactional writing
Teacher   : Finish?
Student 2   : Yes, I'm finished! Jojo the bear, wahahaha!
Teacher   : He looks so happy!
Student 2   : No, lah! Angry, very very angry! He go to school! He don't like school!
Teacher   : Because he has to study?
Student 2   : No! He must wake up at 5 in the morning *bersama* rooster!
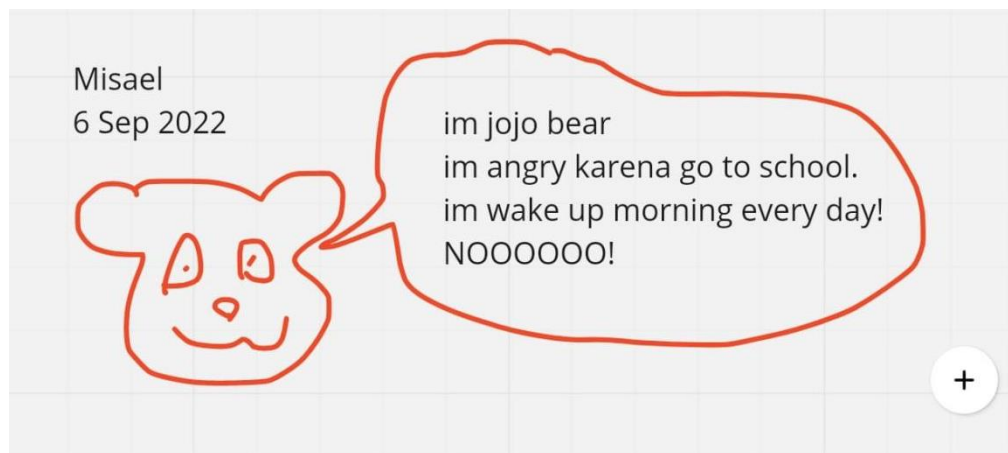Teacher   : Poor Jojo!

Figure 2. Student 2: Transactional writing about a bear

The deeper features of the transactional writing for student 2

This part repeats the step of the review process done previously for Student 1. There are four aspects to be reviewed in accordance with the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand. They are: the purpose, idea & structure of the text and the usage of language by the student in his writing.

The first aspect reviewed is the **audience purpose** of the text of Student 2. It can be analyzed that the student aimed to explain the profile of the bear. The student was able to write with clarity. This was done by explaining a personally meaningful phenomenon and opinion is also included: Jojo Bear detests going to school. He is angry. Why? Because he has to wake up early in the morning every day. Therefore, by doing so, Student 2 is able to describe Jojo Bear's dislike with clarity in relation to his profile to the audience. Moreover, Student 2 also attempts to write directly to the audience by beginning his transactional writing with "Im Jojo Bear" – this indirectly indicates that Student 2 is aware of the reader's presence. According to the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand, the student's writing purpose is on the **level 1iii**.

The second aspect reviewed is the **content idea** of the text of Student 2. Student 2 is able to formulate and convey simple ideas with reasons or opinions. This was done by indirectly presenting a simple argument that the school is not a pleasant place for Jojo Bear. Why? Because a great effort is required by Jojo Bear to wake up early and go to school. Moreover, this argument is delivered from a personal perspective since Jojo Bear had a personal sentiment against the school, indicated by the word "No" followed by another five "O"-s and finalized by an exclamation mark. In addition, the writer entirely did not give any clue to Student 2 that would inspire him to write. Hence, the student's content idea is on **level 1ii**.

The third aspect reviewed is the **structure** of the text. Student 2 is able to use mainly simple and some compound sentences. The simple sentence was stated in the first line where Jojo Bear introduced himself. Aside from the simple sentence, the usage of the compound sentence was seen from the second line where the student used the word '*karena*' in Bahasa Indonesia (meaning *because*) as a subordinating conjunction; the independent clause "Im angry" is linked to the rest of the sentence, which is the subordinate clause. Therefore, according to the descriptor of the deeper features, the student's writing structure is on **level 1ii**.

The last aspect reviewed is the usage of **language** by Student 2 in his writing. Student 2 extends the usage of key topic-appropriate words along with high-frequency words. High frequency words means words that commonly appear in every writing. For instance, two of the high frequency words which appear are "I" and "to". The topic-appropriate words are "angry" and "no" since they correlate to Jojo's personal distaste against school and waking up early. It can be concluded that the student's writing language is on the **level 1iii**.

What the writing shows for student 2

Drawing implications from the discussion above, it can be affirmed that Student 2 was already able to write with clarity. As similarly done by Student 1, Student 2 also visualized the object of his interest – which is, the face of Jojo Bear with a bubble chat beside the head, indicating that the thought of Jojo Bear is contained in Jojo Bear's mind – while solely originating his idea from his own imagination. He formulates and conveys simple ideas with reasons or opinions using simple and compound sentences along with high-frequency words and topic-appropriate words. Below is the table showing the student's writing, the teacher's interpretation, and analysis of each of the deeper features' elements.

Table 2. The result of the deep features analysis of the writing of student 2.

Student's Writing	Im jojo bear Im angry karena go to school. Im wake up morning every day! NOOOOOO!
Teacher's Interpretation	I am Jojo Bear. I am angry because I go to school. I wake up in the morning every day! NOOOOO!
The Audience Purpose - Level	He is able to write with clarity. - Level 1iii
The Content Ideas - Level	He is able to formulate and convey simple ideas with reasons or opinions. - Level 1ii
The Structure - Level	He is able to use mainly simple and some compound sentences. - Level 1ii
The Language - Level	He extends the usage of key topic-appropriate words along with high-frequency words. - Level 1iii

Where to next? (For student 2)

These are the following considerations that can encourage Student 2 to excel more in his transactional writing: 1) Audience Purpose, the student is encouraged to explain a selected phenomenon instead of a personal one, showing awareness of the audience and start using figurative language. 2) Idea, the student is encouraged to include subjective ideas, data, reasons, or opinions. 3) Structure, the student is encouraged to begin writing with a definition or description of the topic and using simple sentences with variations at the beginning. 4) Language, the student is encouraged to include more topic-related vocabulary and use language features of explanation and arguments.

Conclusion

Valuing morally the student's writing through deeper features

Based on the findings and discussion above, the writer has already valued the students' writing morally by focusing on what they can already do instead of criticizing the students' weaknesses portrayed in their work. The way to value the students' work morally is by analyzing their work through deeper features. The findings show that the students can already write engaging simple explanations with some simple ideas and related words.

Suggestion for further research

The conclusion states that this paper focuses on valuing morally what the students can write. The way to value the students' work morally is done through deeper features analysis. To give further, broader, and richer results, further researchers and/or teachers can try to conduct research about students' perceptions after being valued morally. This can be done to find out whether or not students truly feel valued, welcomed, and appreciated. To simplify, future researchers can conduct research on analyzing students' positive washback effect after being treated with deeper features analysis.

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