

REINVIGORATE STUDENTS' ENTHUSIASM FOR WRITING

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ABSTRACT

Writing is a complex process that draws on: our knowledge of the topic, our ability to anticipate what readers will need, our ability to logically organize information, our skill at finding the right words, our ability to evaluate our efforts, and the perseverance to keep working. In this research, the writer expected to find out strategy to reinvigorate students' enthusiasm in writing. Design of the research is qualitative research. The writer interviewed the English teacher and students to knowing some information from her/him about enthusiasm in writing. Successful navigation frequently results in reinvigorating students' enthusiasm for writing even if they struggle with learning disabilities. Three basic skills clusters are essential for efficiency in written expression: Use of letter form, spacing and lines, use of writing mechanics within the process of written expression and Organized use of content: clearly expressing basic ideas, with elaboration Successful writers integrate the following sub-skills: General Sub-skills, Mechanical Sub-skills and Contextual Sub-skills

Keywords: Reinvigorate, Enthusiasm, Writing

Introduction

English is the first foreign language in our country, which is taught from Elementary level to university level. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues are written in English.

In English language, there are integrated skills to be mastered such as: Speaking, listening, reading, and writing. As Haycraft states (1978:8) that there are various skills in mastering of language: respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing.

According to Cohen and Riel in Yulianti's thesis (1989), writing as a communicative act, a way of sharing observations, information, thought, or ideas with others. Meanwhile, Bryne in Yulianti's thesis (1979) defined writing is transforming our thoughts into language. In other words, writing is transforming our thoughts into language. In other words, writing can be defined as a way of

communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Also, Bryne (1979) added that it is neither easy nor spontaneous; it requires conscious mental effort. Writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.

Writing is difficult. Most writers could relate to the frustration expressed by this student. Writing is a complex process that draws on: our knowledge of the topic, our ability to anticipate what readers will need, our ability to logically organize information, our skill at finding the right words, our ability to evaluate our efforts, and the perseverance to keep working.

Writing is a social process as much as it is a cognitive one. Outside of school, people write primarily to communicate with others, and with some purpose in mind. Both the contexts in which people write and the forms of their writing are determined by social purposes and conventions. We share news and tell personal stories in letters to friends, seek to persuade others in letters to the editor, and register our complaints in letters to businesses. At home, children may write stories, send email to their friends, and chat online. Most of these types of writing are interactive just like conversation; that is, we get responses from the people we write to.

Proficient writers are aware of their audience and purpose and try to adapt their content, organization, and language to communicate effectively. One partial explanation for ignoring audience is that the struggle to get words on paper takes all their attention. Another explanation is that they may not have had enough experience writing to real people who respond to them.

A lot of school writing is directed to an audience of one — the teacher — with the purpose of displaying what the student has learned (e.g., tests, sentences with spelling words). To learn to write well and to develop motivation to write, students need opportunities to write and publish their writing for people other than a teacher to read.

The road to writing consists of two distinct but related paths. Students who successfully travel these paths often have had teachers and/or parents assisting them to safely navigate their way. Successful navigation frequently results in reinvigorating students' enthusiasm for writing even if they struggle with learning disabilities.

METHOD

Design of the research is qualitative research. Qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. In collecting the data, the researcher used interview as instrument. The writer interviewed the English teacher and students to knowing some information from her/him about enthusiasm in writing.

Finding Dan Discussion

Findings

Writing is difficult. Most writers could relate to the frustration expressed by this student. Writing is a complex process that draws on:

- a. our knowledge of the topic
- b. our ability to anticipate what readers will need
- c. our ability to logically organize information
- d. our skill at finding the right words
- e. our ability to evaluate our efforts
- f. the perseverance to keep working

This matter as explained by students of SMAN 21 Makassar as a result of interview, she said:

“The words are all tangled up inside my head. I'm confused. I get tangled up in writing the words, and I stop”

Writers must set goals, integrate the many cognitive and social processes involved, and monitor their own success. Students with LD are not the only ones who struggle with writing. In fact, the National Assessment of Educational Progress rated only 28% of fourth-grade, 31% of eighth-grade, and 24% of twelfth-grade students as proficient. However, for students with LD, the difficulties are greater. In comparison to their normally achieving peers, students with LD have:

- a. Less knowledge about writing
- b. Less skill with language
- c. Substantial difficulties with spelling and handwriting
- d. Less effective strategies for writing

Consequently, their compositions are shorter, less organized and coherent, more marked by errors in spelling and grammar, and lower in overall quality.

Parents often wonder to what extent reading and writing disabilities are connected. Reading and writing are closely related language skills; research shows substantial correlations between reading and writing achievement. Most poor readers also struggle with writing. However, the reverse is not necessarily true. All of the following can produce writing problems, independent of reading problems:

- a. Fine motor problems that affect handwriting
- b. Attention and self-regulation problems that affect persistence and organization
- c. Limited motivation
- d. Limited instruction

In addition, some students who overcome their reading problems will continue to struggle with spelling and writing. Thus, it is important that your child's writing problems be assessed, in addition to any reading problems, so that she is provided carefully designed writing instruction.

The road to writing consists of two distinct but related paths. Students who successfully travel these paths often have had teachers and/or parents assisting them

to safely navigate their way. Successful navigation frequently results in reinvigorating students' enthusiasm for writing even if they struggle with learning disabilities.

1. The Path of Enthusiasm and Self-Confidence

Students on this path approach writing with an excited feeling and interest in the topic. While they know the task has many components, they also have confidence that they have tools to use in dealing with each component, one small part at a time (chunking). If they have learning disabilities, they have learning strategies to get around each challenge they face.

Students not on this path approach a writing task with the feeling that it is boring, uninteresting, and/or overwhelming. These students have difficulty establishing a purpose and consequently struggle to develop and organize their ideas. They may be coping with inadequate language skills or writing expectations that are beyond their automatic skill level or difficulties such as dysgraphia.

Research demonstrates evidence of significant failure to develop students' positive beliefs and motivation towards writing in many of today's writing programs. Students who experienced a limited amount of written language success often force writing with a hurried pace, a lagging confidence, and a lingering malaise. Furthermore, the students remain ambivalent about writing. Although many students acknowledge that writing is important and directly related to success in school and life, the thought of writing too often evokes negative reactions such as feelings of anxiety and dread, lack of control, and avoidance.

2. The Path of Multiple Tools

Students' feelings of self-confidence, or its lack, greatly influence their ability to manipulate multiple components simultaneously and successfully. The task of writing places many demands on a person's working memory system: one must constantly switch attention between multiple goals and subtasks. Mel Levine in his book for teenagers describes writing as "the awesome juggling act". Under a picture of a boy juggling eight balls, each containing a necessary component for writing, he states, "To juggle, he has to keep all of these balls in the air at the same time. To write well, you have to keep all of the parts of writing in your memory while you are writing." Efficient writers need good working memory, patience, persistence and flexibility."

Students successfully navigating The Path of Multiple Tools perform these processes effortlessly and painlessly. They are able to coordinate the multiple demands required, using tools, i.e., strategies. They systematically move through each of the sub-skills required for written performance, often simultaneously.

Struggling to progress down this path is a result of having incomplete tools, or being inefficient in using tools already developed. They sometimes need learning strategies or accommodations to overcome their learning disabilities. These inefficiencies greatly interfere with the higher order aspects of written expression, the integration of ideas and clear expression. For many, this decreased effectiveness

leads to avoidance of writing. A student must write to progress because practicing writing contributes to greater automaticity in the sub-skills. As a consequence, students who actively avoid writing miss out on critical practice of many sub-skills. However, it is also relevant to realize that practice without a feeling of success, or rote practice without feedback, leads to frustration rather than skill development. As teachers, we need to help students learn the joy of producing good sentences that represent their ideas and feelings. The challenge is being able to convey that writing can be fun even though it involves many demands. Because practice and repetition are critical, we need to encourage students to write, regardless of their skill level or comfort with language. This matter as according to interview result with the English teacher of SMAN 21 Makassar said:

“I make outline before the students write, let them use Indonesian language and then translate it into English”

Students need to develop strategies that give them power to succeed in written expression tasks. As they enhance their automatic use of sub-skills and develop motivation and enthusiasm for the task, their writing will be reinvigorated.

Many students are so concerned with the mechanics of writing that they equate good writing with lack of errors. Schools must take care not to make that same mistake in assessing a student's writing problems or planning writing instruction. Although problems of spelling and mechanics are highly visible problems, in fact, students with learning disabilities struggle with all aspects of writing. This matter as explained by students of SMAN 21 Makassar as a result of interview, she said: Good writing is writing one, maybe two pages, and having periods, capital letters, indenting, paragraphs, spelling everything right... and that's all I'd say about that.

In this article, the writer outlines the knowledge and skills that students must master to be good writers, and discuss writing problems in each area. The Hayes and Flower model provides a framework for considering the components of writing. The model includes:

- a. The social context of writing
- b. The writer's knowledge
- c. Planning what to write
- d. Text production
- e. Evaluating one's own writing
- f. Self-regulation of one's writing process

Writing is a very demanding problem-solving task that requires a student to consider both content and audience, plan the overall organization of the piece, choose words and generate sentences, evaluate the writing using multiple criteria, and maintain motivation and persistence. Even proficient writers cannot do all of these things simultaneously, but they have self-regulation strategies that enable them to manage the demands. For example, they set goals, choose appropriate strategies, monitor their progress, and change the approach to their writing when it is not working.

In addition, they have developed ways to cope with difficulties and to keep themselves motivated and on-task. For example, when I get stuck, I avoid discouragement by telling myself that writing is difficult for most people. Sometimes, I pull out and read an old article to remind myself that I can actually write.

In contrast, struggling writers have difficulty coordinating the skills and strategies that they know, and are often overwhelmed by the demands of writing. Because they have so few success experiences with writing, they are easily discouraged.

A well-designed program of writing instruction should address all of the above components. A sound writing program will provide a balance between opportunities for a child to engage in writing that is meaningful to her, and to receive explicit instruction in the skills and strategies she needs to become a proficient writer. Students need the opportunity to write on meaningful topics for audiences other than the teacher, including their peers, parents, and other groups outside the school. At the same time, they need explicit instruction in:

- a. The basic skills of handwriting, spelling, and sentence formation
- b. Strategies for planning and revising their writing
- c. Strategies for self-regulation during the writing process

A writing program that omits the social context and teaches writing as meaningless exercises, or a program that focuses entirely on writing to pass a test will not motivate students, nor will it help them understand how the different forms of writing are related to specific purposes. On the other hand, struggling writers need explicit instruction in order to develop basic skills and sophisticated strategies for writing.

Discussion

Writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. Writing is also an ability to make a form of words that have a higher value. Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future.

Writing is difficult. Most writers could relate to the frustration expressed by this student. Some students who overcome their reading problems will continue to struggle with spelling and writing. Thus, it is important that your child's writing problems be assessed, in addition to any reading problems, so that she is provided carefully designed writing instruction.

As teachers, we need to help students learn the joy of producing good sentences that represent their ideas and feelings. The challenge is being able to convey that writing can be fun even though it involves many demands. Because practice and repetition are critical, we need to encourage students to write, regardless of their skill level or comfort with language. To do so, we provide background experiences

related to the concepts and vocabulary while also stimulating enthusiasm related for the topic.

The road to writing consists of two distinct but related paths there are the path of enthusiasm and self-confidence and the path of multiple tools. Students who successfully travel these paths often have had teachers and/or parents assisting them to safely navigate their way. Successful navigation frequently results in reinvigorating students' enthusiasm for writing even if they struggle with learning disabilities.

Conclusions

Writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. Writing is also an ability to make a form of words that have a higher value. Writing, as one of the language skills, has given an important contribution to human work. The road to writing consists of two distinct but related paths. Students who successfully travel these paths often have had teachers and/or parents assisting them to safely navigate their way. Successful navigation frequently results in reinvigorating students' enthusiasm for writing even if they struggle with learning disabilities. Writing is a complex process that draws on: our knowledge of the topic, our ability to anticipate what readers will need, our ability to logically organize information, our skill at finding the right words, our ability to evaluate our efforts, and the perseverance to keep working. Three basic skills clusters are essential for efficiency in written expression: Use of letter form, spacing and lines, use of writing mechanics within the process of written expression and Organized use of content: clearly expressing basic ideas, with elaboration Successful writers integrate the following sub-skills: General Sub-skills, Mechanical Sub-skills and Contextual Sub-skills

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