

EFL writing students' subjective needs in writing: An overview on the teaching and learning practice

Tri Buce J Banu^{1*}, Heidy Wulandari², Sonya V CH Benu³
¹⁻³ English Education Study Program, STKIP Soe, Soe, Indonesia

Abstract

Constructive teaching and learning practice should be conducted to create EFL competent writers. There must be comprehension of needs that leads to meaningful classroom practices and avoid inappropriate treatment. EFL teachers are demanded to consider students' expectation in learning to write before heading to the real teaching activities. As an overview on writing practice in English Education Program, this study is aimed at describing students' subjective needs in learning to write including learning strategy and activity preferences, affective needs and attitude toward teacher's correction. The study involved 24 students who had just finished Basic Writing class. Reflective statements and interview were the instruments. The result revealed unsatisfactory of most students shown through the percentages of the three aspects mentioned previously. Here, the teacher failed to practice appropriate teaching practices in answering students' needs in learning to write. It definitely influenced the students' writing competence and motivation.

Keywords: teaching & learning, subjective needs, writing

1. Introduction

Being competent in writing has been a demand for EFL learners to achieve the goal of learning English. Since language is used to communicate both verbally and written, English learners ought to be able to use the language accurately. Compared to other skills, writing requires intensive, gradual and thorough process particularly in uniting different language and technical aspects to be a complete construction in constructing understandable and meaningful pieces of ideas. It is reasonable to consider the objective of producing a piece of writing where people can grab a writer's intention. An idea is impossible understood if a writer is weak as well as fail to express intention without any comprehension on the writing requirements.

Development of English that covers almost all aspects of life demands educational practitioners including EFL teachers and learners to practice thorough and constructive steps especially in teaching and learning purposefully to build knowledge of writing before coming to the application of the skill. EFL teachers and learners should work hand in hand and have mutual perspectives on the practices dealing with the teaching and learning processes both in-classroom even out of classroom.

However, it is reasonable that building and shaping knowledge through transformation processes needs a synergy. Teacher's teaching practices and learner's learning demands should be taken into account. Naturally, Students come by questions saying what to perceive and how to perceive, while teachers on the other side should be able to fulfill their needs by implementing what to teach and how to teach.

Absolutely, it needs hard and complex efforts which objectively match each other between needs and treatments. If treatment is far away out of students' expectation, it will hamper students to develop and internalize any knowledge for writing proficiency. As Brown and Lee (2015) ^[6] proposed the principles of teaching writing to be noticed, have EFL teachers consider those as the guideline for

teaching? Has EFL teachers notice the nature of teaching writing to answer the needs of students in different context? Have EFL teachers consider their students with different English writing competence? Have they really consider the students' with different English background.

The questions above occur as challenges that challenge EFL teachers to overcome by applying accurate practices for the sake of learners' importances in learning to write. Mewanhile, writing on the other side is needed as the main language expression. Writing is certainly prominent for students to develop in English. They are expected to comprehend and accommodate any information readers require in written text. Students should deal with different processes including organizing ideas, revising and editing to have the writing result free of errors and mistakes. The condition makes writing a skill that requires a thorough process and in-depth exploration. Consequently, many language students in the world are learning to write but only few are able to express logical, clear and well-developed organization of writing (Brown, 2004) ^[5]. Since, competence, writing complexity, writing steps are some aspects that trigger writing students into troubles.

As teacher, practicing various strategies to overcome students' problems requires in-depth analysis regarding students' obstacles. This process may lead them to easily internalize the needs of students and determine which strategy they can use in teaching.

Teachers should be able to apply appropriate and interesting strategies and treatments that engage students to participate actively along writing process. Rising up students' involvement and preventing them from being bored of the process should also be considered. More importantly, Teachers should guide students recognize their errors or mistakes and do correction. This practice help students have the ability to minimize even stop creating mistakes in writing. Comprehending students' needs is the main point of this study before going further to the practices. Nunan (1999) ^[21] restated the main needs offered by Brindley (1984) including

objective and subjective needs. As this study focuses on the subjective needs, the scope covers three main aspects namely learning strategy and activity preferences, affective needs and teacher's correction way. Having big influences on the progress of writing, these three main issues hold crucial role an EFL teacher should notice and implement in teaching and learning to write process.

Briefly, EFL teachers' consideration, intention and teaching steps determine the efficiency of transferring knowledge in writing besides students' engagement along the process as another contributive atmosphere to reach better writing outcome. EFL Teachers should be sensitive enough to design teaching practices that engage students to be involved and responsible in learning both in transferring knowledge as well as considering their affective barriers. EFL Teachers ought to carry out responsibility as the main designer and actor in transferring knowledge.

However, have writing teachers precisely contributed positive effects on students' writing competence by considering the appropriate practices and students' affective needs on the other side neglecting such prominent components? The question above become the basis and frame the researchers' concept to undertake the study.

Conducting initial study in STKIP Soe English Education Program through observing, interviewing and examining some writing drafts, there were many weaknesses occurred. Students created wrong grammatical pattern of sentences, (the use of cohesive devices), vocabulary use, mechanism, organization and relation between sentences and paragraphs. Other problems are weaknesses to construct simple, compound and complex sentences. Those problems relate to the students' personal competence which powerfully influences their writing competence besides eternal factors like learning resources, and facilities.

Additionally, some information from the students revealed the condition where some treatments from the teacher were not effectively implemented. There were minimum feedback given on their drafts, no consultation session carried out even minimum writing practices in the classroom as well as writing projects to be done at home. Moreover, less opportunity for students to discuss and other activities that engaged students' aktif involvement. There was not also in-depth and thorough explanation on language and technical aspects in carrying out writing practice.

Relying on the facts above, it is important and raise responsibility of EFL teachers to consider students' expectation in learning to write by designing and implementing valuable teaching steps to overcome students' problems. This study is conducted to search for Basic Writing as students beginners' subjective needs covering the three aspects mention previously. The point is to see whether those aspects had been covered by the teacher' teaching implementation.

The implementation of the study is grounded on identifying the Basic students of STKIP Soe English Education Study Program subjective needs in learning to write and whether teacher's treatment has already fiited their needs.

The study offers positive contributions for EFL writing beginners to practice appropriate learning steps after reflection on weaknesses and needs. Besides that, writing teachers have the insights of considering students' demands before drawing and implementing constructive strategies and researchers may have the gaps to undertake continuous researches by figuring out other problems which have not

been covered in this particular research or implementing similar study by emphasizing on other skills.

2. Review of Related Literature

2.1 Relevant Studies

Numbers of studies have investigated teachers' strategies in writing class. Based on survey on students' perception, Campbell, Smith, Lewis, Brownlee, Burnett, Carrington & Purdie (2001) proved that teachers usually unapproachable in teaching. In other words, teacher's teaching approach does not connect to students' needs.

Responding to Campbell, et. al, Bain and Mills (2002) ^[1] looked for the role of journal writing in connecting reflection and practice. They found out that in journal writing, it is more effective to focus on reflective writing process than focus on feedback on teaching issues. In this case they suggest that reflective journal writing does not only help students to improve their writing structure and style but also enable them to relate their critical thinking and critical writing. Campbell, et. al investigated about the connection between reflection and practice but as the result they just show the effectiveness of journal writing.

Both studies conducted by Campbell, et. al and Bain and Mills have shown a continuity of attention on writing teaching and learning. However, they have not provided the evidence of connection between students' needs and teacher's strategy in fulfilling those needs.

In relation, Shin (2003) ^[26] investigated the reflection of second language writing teachers through individual conference and journals. Acting as writers, teachers and students all at once, the teachers were asked to write journals (as writer), read their peers' journals and lead the conference (as teacher) and involve in the conference to discuss about the content of the journal (as student). Shin found out that through journal writing and individual conference, the teachers experience real atmosphere of writing class not only as teacher but also as students and writers. It is expected that by experiencing the reality, teachers are more aware of their students' needs and provide appropriate strategy. Unfortunately, the study only focused on the teachers' reflection without providing the real form of synergy between students' needs and teachers' strategy.

Filling the gap among the previous studies, the current research is going to investigate the synergy between students' needs and teachers' strategy in writing class.

2.2 The Nature of Teaching and Learning

Bridging students to be successful in learning has been the core concept of education. As one of educational practitioners, teachers hold the main role to lead the process for better proficiency. Students require constructive help to develop from time to time. Consequently, teaching and learning process exists as the major part when knowledge transformation goes on. As instructors, teachers should reflect and apply what they know, what they believe and what to do in teaching (Danielson, 2002) ^[11], while students must internalize and put respect on valuable information they acquire in learning. Both have to realize their role as knowledge transferors and recipients. The purpose relies on reaching the goal of those processes for better outcome.

Ensuring successful learning for students should be considered. Persistent and commitment of both teachers and students are required to overcome hindrances and reach intended demands. It is quite apparent that teachers should

consider various points particularly the way to guide students to learn. The reason is that teaching is a complex social activity where various manipulations of personal and cognitive aspects happen to answer students' needs (Nichols, 2002) ^[20]. As most teaching and learning activities happen in classroom, teachers should take note of essential components to cover the process of teaching and learning.

Having the insight of the process, some domains are emphasized by Danielson in which teachers should put them under consideration when teaching; First, teachers should carefully plan and prepare appropriate steps and material before teaching; Second, teachers should establish comfortable and engaging learning atmosphere; Third, providing comprehensible instruction for better understanding on the content of curriculum; and Finally, teachers should really apply and keep their professionalism in teaching.

It makes sense that when teachers systematically and carefully identify, implement and maintain their role as described on the domains, they can benefit their students in learning for better result. On the other side, students have to be proactive to make use of teachers' treatment in learning. Students ought to put their awareness and willingness as weapon to cope with every obstruction in learning. Eventually, they will be able to reach the aim of being proficient.

2.3 Students' Needs in Learning to Write

As teaching and learning process develops significantly nowadays, a very important and supportive aspect to reach the goal is to comprehend and accommodate students' needs. Although it is difficult to address needs, it is important to meet as many needs as possible. As an instructor, accumulating students' needs and issues should be prioritized.

It is undeniable that students' needs in writing might be different since they have different level of competence in English. Students with sufficient ability in English certainly require different treatments from others who possess low English ability. Basically, they may come with different resistances in learning. Here, steps to anticipate obstructions address the obstructions constructively. This may lead to having the students understand every single strategy teachers apply will benefit them. It may be helpful to indicate that opportunities are provided as input and response on their demands in learning.

Nunan (1999:148) ^[21] suggested that it is better to fit students with appropriate courses design rather than fitting students to courses. This idea perfectly emphasizes on how teachers plan and implement teaching and learning activities that fit students' needs and not in contrast leading students to recognize any courses. Brindley (1984) in Nunan (1999) ^[21] classified learners' needs into some parts teachers should explore. Some students may come up with their language proficiency and patterns as objective needs, some others may come up with what they really want, need and expect to gain as subjective needs. In addition, some may have problems to be solved in things like topics, grammar, functions and vocabulary; meanwhile, some may have difficulties in relation to the sequence of learning tasks and experiences. Those kinds of needs are classified into content and process needs.

Perceiving different needs above, writing teachers' responsibility is needed in order to fulfill students'

requirements in learning. Automatically, teachers' teaching and learning design and strategies become the steering wheel to empower students in overcoming the drawbacks.

2.4 Strategy in Teaching Writing

The process of learning cannot be separated from the practice of various ways to reach better proficiency. EFL teachers endeavor to develop constructive teaching and learning ways for better outcome. Cole (2008) ^[8] that teacher's role is to provide effective plans/strategies in accomplishing students' educational needs where they are able to communicate using the language being learnt. It means that, teachers should act as the main actors who provide guidance since students require help to lead them experience better ways for better writing result. Teacher's strategies are prominent to achieve the lesson objectives affecting the teaching learning circumstances (Brown & Yule, 1999) ^[5].

2.5 Definition of Writing

Giving the emphasis on writing as the skill being studied, it is quite reasonable to understand what actually writing according to experts. White (1987, cited in Scott, 1996) ^[25] Define writing as discovery process that involves ideas, how to organize them and discover what to assert on reader. He added that it requires the process of thinking. Meanwhile, Nunan (2003:88) ^[21] supports previous ideas that writing is a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into clear statement and paragraph.

Both experts basically see writing as the process in which writers arrange their thoughts in written form to put meaningful and understandable concepts accepted by readers. Writers are expected to be capable in accommodating readers' expectation through accurate production of written words, ideas, intention, well-formed written text which is apparently comprehensible. Students as EFL writers should give emphasis on aspects, such as content, organization, vocabulary use, grammatical components, discourse aspects, and mechanical considerations such as the use of spelling and punctuation.

It is quite reasonable that writers should undergone a long process of thinking to produce systematic and smooth written product with interesting and important ideas, logical expression, appropriate register, mechanism and various cohesive devices to keep the consistency of writing and the use of language.

2.6 The Nature of Writing

Writing has been so far the media of communication. Through this way, Writers communicate intentions, feelings, and other communicative purposes to readers. Murcia (2001:207) ^[9] states that writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. This statement supports the fact that there must be a mutual understanding between writers and readers through a significant interaction in written form.

Readers will find it complicated to understand the purpose of writers just in case writers are not able to produce comprehensive written product. Writers in general have to be sensitive of readers' response and anticipate readers' reaction by producing text which is considerably answers readers' needs. Additionally, a written text should be clear, informative and truthful that allows readers gain the chance

to have the insights of ideas asserted.

A good writing should basically consider points which later make readers catch the idea. Linguistic accuracy, clarity of presentation and organization of ideas are all crucial and prominent to consider when expressing thoughts and ideas. Graham (2007:221) ^[14] reveals the common things writers should take note of including word choice, grammatical pattern, word order, and mechanics (e.g. punctuation, spelling, and handwriting) and also the coherence and cohesiveness.

2.7 The Principles of Teaching Writing

As instructors, teachers should help students experience writing with its complexity. Students should be trained to carry out writing by exploring and revealing ideas through a proactive process. They should take the central part of performing their writing capability while teachers exist as the figures that provide guidance, instructions, constructive feedback and input to enrich students' competence. The rationale of it is that writing is not a result-based but a process-based. Automatically, students and teacher should work hand in hand and help each other to achieve the goal of writing. Giving emphasis on the process of learning to write, there are some principles underlined by Nation (2009:93) ^[23]. Firstly, teachers and students should emphasize on meaning-focused input and meaning-focused output. The aspects involve letting students to experience the real knowledge and process writing. They should be given opportunity to freely determine topics they are familiar with to help them express their thoughts fluently and convincingly. Meanwhile, teachers should prepare suitable, engaging and enhancing teaching and learning design which certainly accommodate students' needs in learning.

In addition, emphasizing on practicing different text types should be prioritized. The objective lies on experiencing different kinds of text along their academic learning process. Assisting students to conceive the audience needs is also important. Students as writers should be able to accommodate written communication with exact purpose for the sake of audience. The components above can be achieved if students themselves have confidence of being successful writers. Teachers have responsibility to encourage students to be optimistic. If students really possess this feeling, automatically they will do maximum effort to overcome any kinds of resistance they experience in writing process.

Some other significant aspects deal with how teachers complete students with various linguistic aspects to be mastered. Different linguistic patterns of the target language certainly emerge as obstacles if teachers do not truly transfer the correct concepts to students. Completing the aspects, analyzing students' needs in learning to write will also extend the inputs on what students eager to write and the competence teachers want their students to achieve.

Secondly, teachers need to handle the process of learning language and developing students' fluency. Peer and group discussion, feedback, conference and raising consciousness of writing exist as other significant matters. Here, teachers hold the main role to engage students' interest through strategies implementation.

Those aspects are the life-sustaining principles of writing that greatly influential on writing advancement. Thus, both teachers and students' awareness and persistence are demanded unless writing will only become a horrible experience for students who are taking the course.

2.8 The Process of Teaching Writing

Learning to write is actually a systematic and ongoing process. Writing teachers and students are acquired to be involved in sharing and practicing every single step accurately. Indeed, it takes time and requires full attention, patience and gradual contribution in order to attain well-qualified outcome and reach the label of qualified writers.

Contributive role of writing teachers is expected to practice systematic and thorough processes which are supportive and beneficial. Accordingly, Harmer (2004) ^[15], Oshima and Hogue (2006) ^[24], Graves (1983) cited in Johnson (2008) ^[18] direct teachers and students to be involved in experiencing, evaluating, and reflecting a writing process consistently from prewriting activities until the phase of producing a text.

Initializing the processes, prewriting activity becomes the first step to conduct. This is the process of giving opportunity and leading the students to generate and brainstorm ideas to be written. Here, associating concepts and generating thoughts takes place. Obviously, students will have difficulties to write if they do not have ideas to develop. Furthermore, putting and structuring ideas into phrases, clauses, sentences and paragraphs becomes the second stage to be carried out. Students as writers construct and relate their ideas to form a rough written draft. Consequently, this first draft may be very weak and messy since mistakes and errors created.

Dealing with the shortages in students' first drafts, revising and editing is done. In general, students need to internalize every concept related to organization, vocabulary, flow and structure, while teachers on the other side provide continuous guidance. Comprehending cohesive devices and mechanics is also essential. If they really have good qualification on these two last steps, they will automatically be better writers. Finally, all steps above will last on creating the final draft. This final result will be the reference on measuring the students' capability in writing.

Briefly, those steps above have been the center of learning to write. Consequently, teachers as instructors ought to organize those steps in planning. Students will experience progress if the activities force them to actively involve.

3. Research Method

The study was a descriptive qualitative one in which the researchers explained the students' expectations in learning to write including teaching learning strategy and activity preferences in writing, affective or emotional needs and attitudes on teacher's feedback were the basic ideas to explore. Hatch (2002:7) asserted "Qualitative research seeks to understand the world from the perspectives of those living in it, individuals act on the world based not on some supposed objective reality but on their perceptions of the realitiest hat surround them." This statement supports the researchers to have the overview on the process of teaching and learning writing conducted in STKIP Soe English Study Program and be the reference on fixing students' writing weaknesses and creating supportive teaching and learning practices for better writing achievement.

3.1 Context of the Study

The research was conducted in STKIP Soe English Study Program, South Central Timor Regency, East Nusa Tenggara Province, Indonesia. It is a private college which is now trying to develop in teaching and learning and complete various supportive requirements to help building and

enhancing its quality. Definitely, there must be many aspects taken into account including students' demands and teachers' ways of teaching to achieve better outcome.

The portraits above existed as premises that drove the researchers' eagerness to conduct this study. Identifying responses especially the teaching and learning strategy preferences, attitude on feedback and their emotional aspect were the focus.

3.2 Participants of the Study

The participants of this study were 24 students as the freshmen who had just undergone the Basic Writing course implemented in STKIP Soe English Study Program. Purposive sampling technique was used in choosing the participants. There must be extremely similar needs since they have just started learning to write in English. Additionally, most of them came from non-English background and had no sufficient English ability. Therefore, it was prominent to identify the students' needs before implementing treatment.

3.3 Instruments of Data Collection

There were two instruments used by the researcher along the process of gathering data. Reflective questionnaires were applied to search for information on the students' subjective needs by examining their responses. This instrument helped the researchers examined the students' responses related to writing learning strategy & activity preferences, affective needs, and their attitude toward teacher's way of correction. Beside that, semi-structured interview was also applied. Some students were involved as interviewees to grab additional information. The purpose was to strengthen the previous information gathered from the statements and figure out convincing and valid data for discussion through triangulation process.

3.4 Data Collection Procedure and Analysis Technique

First, the researchers asked for the participants' willingness to complete a form of reflective questionnaires (statements) arranged based on the principals of teaching writing (Brown & Lee 2015) [6] and the subjective needs in writing by Brindley (1984) in Nunan (1999) [21]. The information basically covered the students' learning strategy and activity preferences, their affective needs and attitude toward correction. The range of responses were categorized into three scales adapting Likert Scale namely Dissatisfying, Less satisfying and Satisfying. Next, the researchers interviewed four students in seven minutes length for each interviewee. The interview results were transcribed, coded and described to support the previous data.

To analyze the data, the researchers started examining the students' responses and drew the percentage. Following the step, students' responses gathered from the interview were transcribed, coded and descriptively described. The data from both instruments were triangulated to figure out students' subjective needs in learning to write.

4. Findings and Discussion

4.1 Students' preferences on learning strategy and activity in writing

Implication of teaching and learning strategy in writing is the first component to focus on in this part. Basically, students require treatment which lead them to be proficient on the language aspects and other writing components through

effective approaches, techniques and strategies. Teacher as the source of information ought to apply convincing processes that accomodate the students' expectation on learning strategy preferences offered by Brindley (1984, cited in Nunan 1999) [21].

Firstly, the students' preferences in learning strategy and activity preferences were gained through reflective statements and ranged into three categories, namely Dissatisfying, Less Satisfying and Satisfying.

The findings showed that the teacher's teaching treatment to answer this single aspect was out of expectation. Almost all students responded on the issue as less satisfying and even dissatisfying. The reflections can be seen in the fig below.

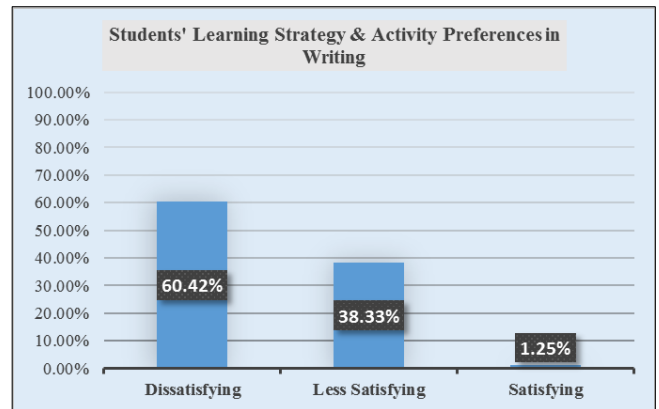


Fig 1: The Percentage of Students' Responses on the Teaching Learning Strategy and Activity Preferences in Writing

Fig 1 clearly describes the students' attitude toward the teacher's treatment to answer their expectations in the process of learning to write. The writing teacher's teaching method including the steps of writing and activities, teacher's teaching preparation, material resources, content and presentation, teacher's role as model, language aspects and motivation for students to express ideas were questioned. As displayed in the fig in which 61% of them felt not satisfied on the treatment of those aspects above, 38% revealed the treatment was below the performance standard and only 1% admitted that the teacher proficiently fulfilled their preferences in learning to write.

The range above proves unsuccessful atmosphere of teaching implementation applied by the writing teacher to fit learners' expectation. It clarifies the idea that students' proficiency in English writing automatically lies on how teachers guide them to undergo effective learning process. "Learning to write is easier if learners are engaged in authentic writing activities" (Johnson, 2008) [18]. As beginners, students absolutely require simple materials which are easy to understand and fit their competence and help them step to the higher level of materials. Since they have low even no competence in English and start to internalize English as a new subject, English teachers should adjust any materials that fit their condition. If the material provided is hard to internalize, it probably raises challenges that lead them to confusion and inability to understand.

Additionally, teachers' preparation and acting have to be in a synergy to reach better teaching implementation. As the soul of information and acts as the bridge to relate students with knowledge, teacher should initialize and thoroughly handle a teaching implementation with maximum preparation and action. When guiding students to write, writing teacher

should become the model who initialize a writing activity and transform knowledge related to writing stage by stage and lead students to comprehend the very simple aspects to the more difficult ones. As two of the interviewees asserted their expectation on the teacher’s teaching practice, saying; “EFL Lecturers have to know the students’ background knowledge; they should also teach from the basics, from how to construct sentences not directly creating a paragraph. They should start from the simple one.” (R2, August 5th, 2018).

“Lecturer should tell us how to write including the steps in writing, language aspects. If s/he didn’t tell us then we write based on our understanding.” (R2, August 5th, 2018).

The quotation proves that, EFL writing teacher should provide clear and understandable instruction and explanation, apply straightforward processes for students to undergo writing stage by stage. Beside that, systematically introduce students on every language aspect and their relation in creating sentences as well as thoroughly notice their development along the writing process.

Giving opportunity to students to generate ideas by firstly providing examples is also very important. Beginning writers totally require guidance before practicing by themselves. Here, teacher as instructor ought to help students on how to do brainstorming process, develop logical, smooth and meaningful idea for maximum writing result to help readers catch any idea easily. Writing teachers need to show the way without letting students experience a process they have never experienced in advance. It was supported by the 1st Respondent as follows;

“Our lecturer seemed to expect more from us but she didn’t know how to encourage us to write. She only sat on her chair paying attention to her laptop. She also read the passages most of the time meanwhile we cannot do it ourselves.” (R1, August 4th, 2018).

The respondent added, there must be a step the teacher did in helping students learn as the following quotation;

“The teacher should pay extra attention on us in learning and encourage us to practice more.” (R1, August 4th, 2018).

The quotation conveys a situation in which EFL writing teacher should notice in teaching, unless, the students will get stuck, confuse and stop practicing. The worst problem may occur is that students will hate writing in English and regard it as problematic.

Another aspect the students mostly shows unsatisfactory on is classroom discussion implementation. It is strengthen in the respondent’s quotation, saying;

“We did not even have classroom discussion to share everything with friends and exchange ideas for our writing improvement.” (R4, August 5th, 2018).

In fact, the strategy is very helpful in many ways. Training students to exchange ideas is certainly advantageous for their development. Through discussion, they can work collaboratively to help each other solve problems in writing. They can share ideas, help their friends to develop thoughts, build knowledge together, give feedback to their friends, fix their friends’ errors in writing, build their self-confidence in sharing ideas, and train them to socialize with friends.

The statement is supported by Wenger (1998:102) that Collaborative writing can be beneficial for students to develop social and cognitive accounts in language learning, solve problems in writing together, enjoy doing things together, negotiate new meanings and have chance to learn from their peers or group. It will positively shape their sense of being cooperative, to overcome problems together and

leave being individualistic in learning.

If teachers are attentive on the issue, he or she can minimize even vanish the distance between the ones who are proficient and the ones who are weak. Students who come with different English competence will have the atmosphere of mutual help in writing. Finally, writing process will significantly enhance students and encourage active participation in learning to write.

4.2 Students’ Affective Needs in Writing

Besides analyzing students’ learning strategy and activity preferences, the researchers also examined their affective needs as another part in this study. It is clear that teachers are expected to apply teaching and learning condition that covers and accomodates students’ feelings especially building comfortable classroom atmosphere. Crosling and Webb (2005:p.4) conveyed that “The importance of affective factors in learning support suggests that students need to be valued, regardless of their situation, and that learning supporters need to be authentic and emphatic in their approach.” In this case, EFL learners will enjoy learning to write if they experience supportive learning situation, there is no differences or subjectivity in treatment, mutual respect, interesting interaction, etc.

However, the findings on this point showed constrative situation and revealed an atmosphere in which the Basic Writing teacher was fail to fulfil the students’ needs under the intended point. It was only 5% of the respondents who admitted the teacher as proficient in dealing with their affective needs in writing. Meanwhile, 47% of the respondents clarified that the teacher’s treatment was below the performance standard. The rest 48% as the highest admitted that no satisfaction they experienced on this component particularly when dealing with writing process. To strengthen the result, the following is the fig of the Basic Writing students’ responses on their affective needs in writing and how it was handled.

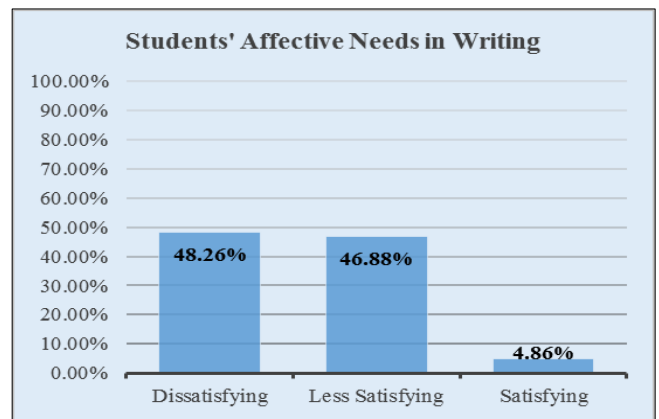


Fig 2: The Percentage of Students’ Responses their Affective Needs in Writing

The percentage scales above obviously explains the real condition in which there were still drawbacks occurred in teaching and learning related to the Basic Writing students’ affective needs in learning to write. The intended drawbacks require upgrading steps to create supportive teaching and learning condition that focuses on fulfilling writing learners’ sense and emotional aspect. Here, students’ comfort in learning to write will bring them into maximum performance in writing since they do experience comfortable writing

atmosphere. It is admitted by respondents in the following expression;

“The teacher should involve us more. It means that she didn’t have to only provide us with everything. She made us passive, not active learners. Sometimes, she repeatedly asks some students who are quite competent in English and neglect the others.”(R1, August 4th, 2018).

“The teachers should be able to build interesting learning atmosphere. As I know, sometimes, the teacher do not provide opportunity for us to ask question. Even, there is minimum opportunity for us to share our ideas to our friends to be discussed.” (R2, August 5th, 2018).

As beginners, writing students must be respected and treated the same although they have different competence. Students’ will feel underestimated and be stressful if writing teachers treat them differently. Teachers should accommodate and patiently guide them without any tendency of putting the more competent ones as superior and the weak as inferior. Motivating and giving similar opportunity for students to participate in writing will certainly help build their confidence to write. Students will regard themselves as important individuals who are truly responsible for their own improvement. They will not feel partially neglected since they experience similar attention.

As a writing teacher, considering different ideas and opinion is required when teaching writing. Different students certainly have different perspectives on a topic they are developing. They will surely create their own thoughts to be developed. Writing teachers have to accommodate ideas to be selected and corrected to help students create appropriate and meaningful sentences. Fixing grammatical pattern, vocabulary use, mechanism and sentence pattern is needed for producing meaningful, logical, and accurate sentences for the sake of readers understanding. If every student is supported with the step above, they will have the insight and better comprehension to undergo effective processes for better writing since they experience supportive assist. Effective writing processes results on effective writing drafts. The other important condition to build is emotional interaction between teacher and students. Writing teachers should create an atmosphere in which students are not being in tense or hesitation to carry out the process of learning to write. Emotional proximity and intimate communication must be built to have comfortable interaction atmosphere between teacher and students. Danielson (2002:p.17) ^[11] proposes that teachers have to create supportive atmosphere to reach to students and make them feel welcome in learning. If so, students will be easier to consult, discuss, share their difficulties, exchange ideas, and utter their hinderences and ask for solution from when writing without hesitation. The statements above are supported by the quotation below;

“We didn’t even meet the teacher individually to share ideas and she never asked us about our progress in writing individually.” (R3, August 5th, 2018).

“There was also no teacher-student conference or peer evaluation and lack of discussion with the teacher.” (R4, August 5th, 2018).

Students will regard the teacher as partner who is emotionally close to them and the source to have supportive information. In contrast, it will effect on different condition if teachers and students’ interaction is neglected. It can ruin students’ spirit to learn and negatively influent their writing improvement. Additionally, the interaction among students is considered prominent. They will enjoy better writing atmosphere if they

can help each other, discuss together, find solutions for any writing problems together and regard their friends as important collaborator for mutual developmet. Writing teachers are encouraged to create such situation by applying various teaching and learning strategies that encourage students to work collaboratively. The purpose is to prevent gaps among students and avoid negative perspectives between them.

The more sensitive a writing teacher is to build the atmosphere, the better teaching and learning process will run. Therefore, affective barriers of each student must be the consideration for teachers to emphasize on. Finally, the writing skill will automatically enhance if students are shaped in a comfortable and fun writing situation.

4.3 Students’ Attitude toward Teacher’s Correction in Writing

The other focus of this study is finding out the students’ attitude toward the Basic Writing teacher’s way of correcting their drafts. An analysis step was done by the researcher through examining students’ responses toward the statements on this point. The findings showed similar condition as the previous problems. Most respondents revealed the writing teacher’s teaching implication in correcting students’ work was unsatisfactory. 73% of them admitted that the teacher put no consideration on this point. Another 26% of respondents responded firmly that the way teacher corrected their writing weaknesses was below the expectation. It was only 1% of them showed positive response in which the teacher practiced expected ways in doing correction on students’ work.

The percentage of the Basic Writing students’ responses is revealed in the following fig as the findings explained above.

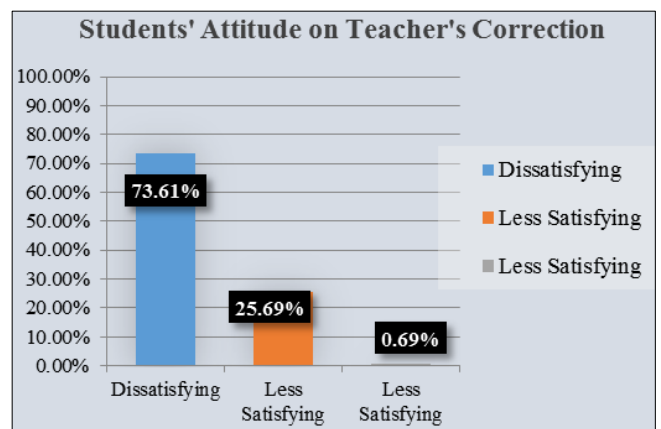


Fig 3: The Percentage of Students’ Attitude on Teacher’s Correction Practice

Based on the findings above, it can be interpreted that there had been lack of implementation on the way to respond to students’ work. Instead, providing corrective feedback whether directly or indirectly is required to help writing learners recognize their mistakes in writing to do correction. Bartram & Walton (1991) proposed that feedback stimulates learners to be active, produce cooperative atmosphere in teaching and learning process and enhance independent learning for learners.

Beginning writers basically have weaknesses and certainly produce lots of errors in writing. If they are not guided consistently by showing the problems they create on their writing drafts, they will not be able to do revision. It is hard

for learners to catch what is going to be done if there is no continuous feedback by teachers (Corcoran & Wilson, 1998, cited in Danielson, 2002: p.25) ^[11].

Providing feedback directly, indirectly or written comment are actually effective ways to measure how competent writing learners are in writing through a systematic analysis of errors. In contrast, the respondents reveal different reflection on this point.

“I cannot give any comment on that because she rarely returned our paper every time we submit them. We thought that we were good but when we enter the next semester, we were shocked because we were actually bad. We have to start from zero. ((R1, 5th August 2018).

“There is minimum feedback at all. Instead, written comments are important because sometimes it is hard for us to remember how we should revise our mistakes if the lecturer gives us spoken comments.” (R2, 5th August 2018).

Feedback is necessary to establish learning goals and improve achievement outcomes (Schunk, 1998 cited in Danielson, 2002:p.25) ^[11]. However, providing response to students' writing should allow them to understand their errors to do self-correction (Brown & Lee, 2015) ^[6]. Feris (2011, 2012) added that responding to students' writing should show the existence of a teacher as an ally and guide as well as facilitator. Students will get many references on how to write after recognizing their writing hinderences and understand how to create sentences with accurate use of language aspects including grammar, vocabulary, mechanism, appropriate coherence, meaningful content, and correct writing format.

Providing corrective feedback should be clear, comprehensible, and precise as the reference for students to fix their writing shortages. “Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that as learning cannot occur without practice (Brookhart, 2008) ^[3]. Here, learners require detailed feedback to develop in writing, because they may be misunderstand their mistakes if teachers do not help them to show their errors (Lalande, 1982) ^[19]. If students understand teacher's responses whether directly or indirectly, it will be very supportive to do correction. Misunderstanding and misinterpretation can emerge if students find it hard to internalize teacher's responses which effect on mistakes in doing correction. That is why, clarity is important. Students should understand information of feedback teacher give to them (Brookhart, 2008) ^[3].

Beside that, writing teachers should accommodate students to do peer evaluation. Casazza and Silverman (1996) in Crosling and Webb (2005:p.5) ^[10] proposed that evaluation processes is an integral step to the continuation of reaching the achievement, improvement and innovation. There are range of advantages behind the strategy implementation. Firstly, students can help their friends to address weaknesses in their drafts as well as train themselves to recognize errors to do correction. Then, they can practice the way to help each other through writing evaluation. The strategy can also be a way to shape their sense of responsibility in learning and discover weaknesses themselves without automatically relaying on the teacher as the only source.

Writing teachers should also provide consultation session as conference with students. This step can be called as teacher-student dialogue (Johnston, 2004, p.25) ^[17]. The step is advantageous to directly monitor students development and

accumulate students' complaints in writing process. Exchanging ideas in student-teacher conference or consultation session can also help students share ideas without being hesitate or embarrassed. Teacher can also complete students with substantial knowledge that fit students' needs in learning to write. Additionally, it assists building better interaction between writing teachers and students.

Additionally, students should be trained to evaluate their own drafts purposefully to dig for any correct information related to applying all the aspects in writing. Therefore, self-assessment is required to be applied in classroom teaching and learning (Brookhart, 2008) ^[3] asserted that “Self-assessment increases students' interest in feedback because its theirs: it answers their own questions and helps them develop the selfregulation skill necessary for using any feedback. If they are able to evaluate their problems shown in their drafts, they must be able to know in what stage their competence is in writing and how they should deal with writing hinderences. This way is also advantageous to train students to be independent and autonomous learners.

5. Conclusion and Suggestion

Referring to the explanation above, it can be concluded that beginning writers learn to write with lots of weaknesses that demand EFL teachers to overcome. The weaknesses bring to the surface different needs of treatments they badly need from EFL teachers as instructors to guide them step out from the shortcomings. As it is obvious that from the three aspects being focused in this study as their subjective needs, students reveal an expectation of treatment that consider their learning strategy and activity preferences, affective needs and corrective feedback. Most of them need to perceive teaching strategies and steps that consider material adaptation, teacher's preparation, role, acting, classroom management, accommodating students' involvement, and other aspects should go hand in hand and simultaneously.

Besides that, their affective needs is another aspect to consider. EFL learners especially beginning writers need supportive learning situation that support them in learning to write where there are no differences or subjectivity in treatment, mutual respect practice and well-managed classroom interaction. Additionally, writing teachers should consider valuable, clear and comprehensible ways of correcting students' drafts which engaging and involving students to measure their own writing competence as well as recognizing their own weaknesses for writing development. Therefore, it is prominent for EFL teachers to adjust their own teaching strategies by relying on the principles of teaching writing to answer students' needs and also helpful for the students' writing development. Besides that, recommending other researchers to develop, design and conduct further researches that cover other points which are not accumulated in this study for the sake of better teaching of writing implementation.

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