

I LOVE WRITING BOOK IN WRITING CLASS: VIRTUES AND HURDLES?

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Abstract

This study presents the students' perceptions toward the use of *I Love Writing Book* in Writing Intensive Course Class. *I Love Writing Book* is a book that is used by the students to share their writing. The research method used in this study is descriptive qualitative research in the form of case study. Case study is conducted due to this study proposes to follow up a phenomenon of *I Love Writing Book*. Instruments used in this study are questionnaire and interview. The questionnaires are administered to 120 students, while the interviews are conducted to 12 students. The results show that there are two students' perceptions in which they cover benefits and barriers of using *I Love Writing Book*. The benefits of using *I Love Writing Book* are it helps the students to write better, it is a good media for the students to practice their writing, it gives the overview of students writing development, and it motivates the students to love writing. However, the drawbacks of using *I Love Writing Book* are it looks a conventional way, it is only one way communication between a student and a lecturer, and it is a boring activity to write in the book. By grasping the students' perceptions of using *I Love Writing Book*, it is highlighted for the lecturer to give balanced portion in using conventional and modern way for motivating the students to write.

Keywords: writing, writing strategy, students' perceptions

Introduction

In the era of 21st century of learning, teaching writing needs more innovation and teaching media to make the teaching and learning process of writing be more interesting. One of the ways to make writing become a favorite subject is by implementing the use of media in writing. The media used in writing can be in the conventional or modern way. In the term of conventional way, books are able to be used as the media, while the website or learning platforms such as *blog*, *storybird*, *edmodo*, and etc can be used as the modern media. The use of media in learning writing depends on the learning objectives or the lecturers' teaching strategies.

Teaching strategies in writing cannot be separated from the students' needs or problems in learning writing. Most of the students views that writing is the most complex skill to be learned. Rudianto (2012) discovers that his students are afraid of making ungrammatical writing, so his students focus in the accuracy of grammar that makes coherent and cohesive writing. Watcharapunyawong and Usaha (2013) insist that writing becomes the most difficult skill for EFL (English as Foreign Language) learner to master because it includes both syntactic and semantic knowledge. In addition, Manchon, Rinnert, and Kobayashi (2009) view that the writing of EFL students is affected not only by their first language, but also by educational context where they

learn to write.

As Weir cited in Al-Buainain (2009) declares that there are nine students' common problems in writing such as: 1) high frequency of grammatical errors, 2) lack of variety in grammatical structures employed, 3) use of inappropriate vocabulary, 4) use of inappropriate grammatical structures, 5) limited range of vocabulary, 6) poor spelling, 7) inadequate understanding of the topic, 8) deficiency in clear self-expression, and 9) poor punctuation.

Those writing problems are also found in teaching writing of Writing Intensive Courses in English Education Study Program at Tidar University. Regarding to the students' writing problems, the lecturer of Writing Intensive Courses applies a writing media that is called *I Love Writing Book* in the classroom. *I Love Writing Book* is a student book that is used to do and write the writing assignment. Referring the phenomena of using *I Love Writing Book* in the writing classroom, this study discovers the students' perceptions toward the use of *I Love Writing Book* in Writing Intensive Course classes.

Methodology

Case study was used as the design of the study. Gall *et al.* (2003) proposed that case study belonged to qualitative study in which it was the study of the perspective of case study participant that focused on specific phenomenon in its natural context. In this paper, this study focused on the students' perspective toward the phenomena of using *I Love Writing Book* in writing classes.

The subject of this study was 120 students of Writing Intensive Course classes in English Education Study Program at Tidar University. Those 120 students were from four different classes of Writing Intensive Course. The students were chosen as the subject of this study since they used *I Love Writing Book*.

The instruments of data collection were questionnaire and interview. The questionnaires were distributed to 120 students, while the interview was done for 12 students as participants' representatives. The questionnaire covered seven statements that represented the students' viewpoints toward the use of *I Love Writing Book*. The statements of the questionnaire were displayed as follows.

Table 1. Statements of Questionnaire

No	Statements	Yes	No
1	<i>I LOVE WRITING BOOK</i> helps me to write better.		
2	<i>I LOVE WRITING BOOK</i> is a good media for me to practice my writing.		
3	<i>I LOVE WRITING BOOK</i> helps me to develop my writing skill.		
4	<i>I LOVE WRITING BOOK</i> motivates me to love writing.		
5	<i>I LOVE WRITING BOOK</i> is a conventional media.		
6	<i>I LOVE WRITING BOOK</i> only provides one way communication		
7	Writing in <i>I LOVE WRITING BOOK</i> is a boring activity		

In addition, the interview was conducted for exploring the students' responses toward three questions given. The interview questions were as follows.

Interview questions

1. What is your opinion of writing in I Love Writing Book?
2. In your viewpoints, what are the advantages of writing in I Love Writing Book?
3. In your viewpoints, what are the advantages of writing in I Love Writing Book?

Moreover, the data collection procedure in this study 1) the questionnaires were distributed to the students, 2) the questionnaires were submitted, and 3) the interview was conducted. Furthermore, the technique of data analysis covered 2 ways in which it focused on analyzing the students' perspective qualitatively in the questionnaire and interview responses and focused on the percentage of students' responses in questionnaire. In short, it could be stated that the researcher read all the students' responses, organized, analyzed, and elaborated the data for getting the findings.

Finding and Discussion

Table 2. Students' responses of the questionnaire

No	Statements	%
1	<i>I LOVE WRITING BOOK</i> helps me to write better.	83
2	<i>I LOVE WRITING BOOK</i> is a good media for me to practice my writing.	92
3	<i>I LOVE WRITING BOOK</i> helps me to develop my writing skill.	87
4	<i>I LOVE WRITING BOOK</i> motivates me to love writing.	96
5	<i>I LOVE WRITING BOOK</i> is a conventional media.	71
6	<i>I LOVE WRITING BOOK</i> only provides one way communication	33

Table 2 showed the percentages of students' responses of the statements in the questionnaires. 83 % students viewed that *I Love Writing Book* helped them to write better. 92 % students agreed that *I Love Writing Book* was a good media for them to practice their writing. 87 % students proposed that *I Love Writing Book* helped them to develop their writing skill. 96% students agreed that *I Love Writing Book* motivated them to love writing. 71% students insisted *I Love Writing Book* was a conventional media. 33% students agreed that *I Love Writing Book* only provided one way communication. 17% students declared that writing in *I Love Writing Book* was a boring activity. These data revealed that *I Love Writing Book* have advantages and disadvantages sides.

Based on the questionnaire and interview conducted, the findings of this study cover two big themes of students' perspectives toward the use of *I Love Writing Book* in writing class. The findings are about the virtues and hurdles on the implementation of *I Love Writing Book*.

Benefits of Using I Love Writing Book

Students viewed that *I Love Writing Book* provided several virtues or benefits as follows.

a. It helped the students to write better.

This idea came up since the students were asked to do and write the writing assignment in *I Love Writing Book*. Therefore, they had already practiced their writing and it helped them to write better.

Student L

"In my opinion, *I Love Writing Book* is one way to blow my mind by words and sentences and then we can share to this book. It helps me to write everything I want to write."

b. It was a good media for the students to practice writing.

The students viewed that *I Love Writing Book* was a good media for the students to practice writing. In the interview section, *Student A* and *Student F* gave their opinion toward the advantages of *I Love Writing Book* as followed.

Student A

"*I Love Writing Book* is a good way to explore and practice writing and this media can improve our interest for writing which most students will like writing everything in a book."

Student F

“I think this book help students to write what they think and make students practice their writing so they will try to write more and more.

c. It gave the overview of students writing development.

The students also stated that *I Love Writing Book* showed the students writing skill or development. One of the students’ responses could be seen below.

Student C

“I Love Writing Book improves our writing skill and gives us more knowledge in writing”

Student D

“I think I Love Writing Book has many advantages like we can improve our tenses skill, our imagination, our vocabulary. It is useful and helpful for us”

d. It motivated the students to love writing.

The students declared that *I Love Writing Book* motivated them to like writing since the lecturer also gave motivated written feedback in the book.

Student B

“The effect that I feel from I Love Writing Book is I like writing everything like a story than before I use I Love Writing Book.

Students F

“I think I Love Writing Book make the students be motivated to write something, especially for several students that do not really like writing. They will get inspiration to write something. Moreover, for the students that really like writing, it is one of media for them to get writing appreciation because their writing will get score.”

Drawbacks of Using I Love Writing Book

Based on students’ responses, there were three hurdles toward the use of *I Love Writing Book* as the following.

1. It looked like a conventional way

Book was seen as the conventional media to be used in writing. In the era of technology development, it seemed like the use of book as the media to write was so yesterday. It was in line with one of the students’ responses as followed.

Student J

“I think it needs to use blog as the media for us to practice our writing rather than by using the book.”

2. It was only one way communication

I Love Writing Book only provided one way communication between the lecturer and the student. It was different if the students wrote in their blog for instance; many people around the world could read and gave feedback for their writing.

Student K

“In my opinion, it is better for the lecturer to give us writing assignment that is posted in blog, so our writing can be accessed everyone.”

3. It was a boring activity.

Some of the students contended that writing in *I Love Writing Book* was a boring activity. In the interview section, *Student H* shared her opinion as followed.

Student H

“In my opinion, sometimes we feel so tired and bored when we write something, moreover we want to write about ‘ocean’ but we only ‘write’ about ‘raindrops’ because we are too lazy to writing sometimes.”

Conclusion

Since this study focuses on students’ perspectives toward the use of *I Love Writing Book* in Writing Intensive Course classes, the students’ viewpoints become the main aspects to be discovered. Based on students’ perceptions, there are virtues and hurdles of *I Love Writing Book*. The benefits of using *I Love Writing Book* are it helps the students to write better, it is a good media for the students to practice their writing, it gives the overview of students writing development, and it motivates the students to love writing. However, the drawbacks of using *I Love Writing Book* are it looks a conventional way, it is only one way communication between a student and a lecturer, and it is a boring activity to write in the book. All in all, those virtues and hurdles contributes to the teaching and learning process of Writing Intensive Course as the consideration whether it is needed to apply another writing media or not.

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