Writing Management: A Case Study on the Basic Writer and the Challenge Faced in Writing

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Abstract

In this study, the researcher aims to work for a solution in helping the 4th form students whom encounter with the challenge faced in writing. They are unable to produce the writing task in the language class independently. The major concern among educators is focus on the deficiency in English competence among Malaysian learners beside facing the examination, English serves as a tool to communicate and connect with each other in social context, as Jeon-Ellis, Debski and Wiggleswort (2005) define the language classroom as "a social context to which learners bring themselves and their past experiences in which they establish certain relationships and attempt to participate and engage in tasks in ways that best fit their social needs" This confirmed the vital eminence of students to learn the national language-Bahasa Malaysia and English. Besides the essential need to obtain bilingual proficiency in Shift 2 of the Blueprint of Education in Malaysia, the crucial necessity of proficient in Bahasa English in the multicultural society makes a natural setting for students to master English. Thus, writing skill that has challenged the basic writer required cultural responsive teaching and reader respond theory to ease the problem encountered with the HOTS in 21st century learning environment.

Keywords: Basic Writer, Cultural Responsive Teaching, Reader Response Theory, High Order Thinking, Writing Management.

Introduction

In the Malaysian education system, English language is learnt in classrooms; and it is one of the compulsory subject. Bearing the mission to guide them to overcome the challenges faced in writing, it is too a mission set to equip the students with HOTS, when they are able to think critically and learn to be innovative in dealing with problem solving. To put the writing challenges as the focus of attention because to learn language well, it is the crucial path a student must travel to further acquire knowledge. According to Halliday, as a linguist with sociological leanings, emphasizes linguistic behavior and the purposes it serves in social life. However, as he readily recognizes, one of the most important of these purposes is the construction and manipulation of knowledge; indeed, as he states in the opening section of LTL, "language is the essential condition of knowing, the process by which

experience becomes knowledge" (p. 94).This stresses the essential need to emphasize learn language well in all levels of learning.

The importance of English has received great attention from the government of Malaysia and projects have been launched and supported to enhance students' English abilities. One of the main goals in the Preliminary Report of Malaysia Education Blueprint issued by the Ministry of Education (KPM) in September 2012 is to promote the capability of bilingual proficiency, it is vital essential as "every child will be, at minimum, operationally proficient in Bahasa Malaysia as the national language and language of unity, and in English as the international language of communication" (Report of Malaysia Education Blueprint, p26-27, 2012).

In the 21st century pedagogy, teachers are expected to inculcate HOTS elements to encourage deeper thinking activities among students. This is in line with the aspiration of the Malaysian Education Blueprint 2013-2025. These are the skills most often cited when referring to 21st century skills. They are progressively being recognized as qualities that sets the difference between the students who are prepared for a more complex life and work environment in the 21st century, from those who are not.

The critical thinking ability and problem solving capability is important that the learners are able to analyze effectively and evaluate evidence, arguments, claims and beliefs; to solve different kinds of non-familiar problems in both conventional and innovative ways.

Creativity and Innovation are stressing the significant use of a wide range of idea creation by employing the techniques to create new and worthwhile ideas. Thus, the teaching and learning in the 21st century should focus mainly on the student-centered and independent learning process, project-based learning and collaborative learning, as well as authentic assessment (Şener, Türk, & Taş, 2015) which should be given the equal consideration. These approaches stimulate the use of higher order thinking skills as well as cognitive development in all language learning classroom as these go along with the aspiration as stated in the Education Blueprint of Malaysia.

Purpose of the Study
Since it has been the aspiration stated in the Malaysia Education Blueprint, 2013, that all the students are encouraged to learn more than one languages, it is an alarming wake-up call that the 4th form students still fall into the category of BW. Bearing the mission to guide them to overcome the challenges faced in writing, it is too a mission set to equip the students with HOTS, when they are able to think critically and learn to be innovative in dealing with problem solving.

Research Problems / Statement of Intention
 i. This research is aimed to identify the writing difficulty in 4th form basic writers.
 ii It is aimed to identify the effectiveness of cultural responsive teaching in helping the basic writers to overcome the writing difficulties.
 iii It is aimed to find out how reader response strategies are able to enhance writing skill.

Research Questions
 i. What are the significant challenges in writing faced by the 4th form's basic writers?

ii.   How does cultural responsive teaching able to enhance the writing skill?
iii. In what way does reader response strategies work to overcome challenges in writing?
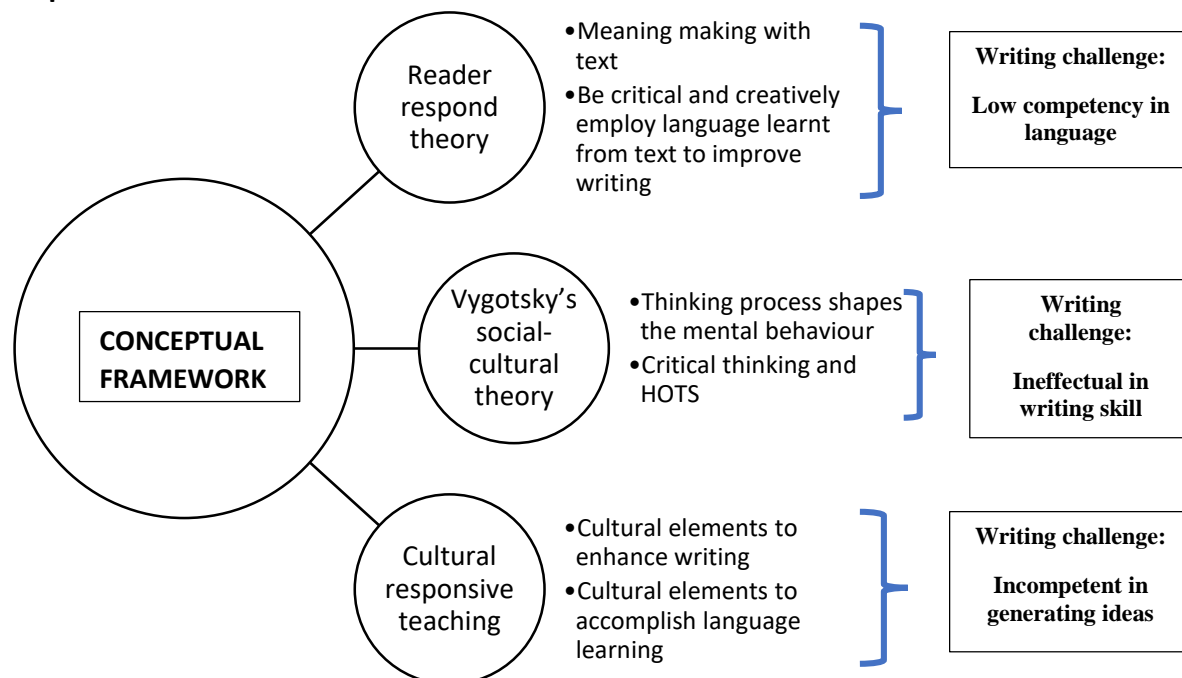
Conceptual Framework

Figure 1. Conceptual Framework

Reader response Theory
Applying the Reader Respond Theory to seek for the meaning in the text suggested to the students may assist the construction of relevant ideas as Rosenblatt (1964, p.71) believed that "the reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions of some particular reader and a particular text at a particular time under particular circumstances". One has to read it by relating it to oneself to bridge the gaps for a more complete meaning. With the re-definition of literature as something that only exists meaningfully in the mind of the reader, and with the redefinition of the literary work as a catalyst of mental events, comes a redefinition of the reader. No longer is the reader as the passive recipient of those ideas that an author has planted in a text. "The reader is *active,*" Rosenblatt had insisted.
It is hope to see how Reader Response Theory can stimulate the writing confidence among the basic writers in the 4th form who are the participants of this study. Based on the selected text given to the basic writers to read and to express their reader response upon reading, it serve as a guidance to develop ideas and too a prompter to invite the reader to write, as the result of writing this responses, basic writers developed the writing ability.

Cultural Responsive Teaching
        The notion of culturally responsive education is premised on the idea that culture is central to student learning. According to Gloria Ladson–Billings, "It is an approach that empowers students

intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes." The use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures. This link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 2008).

By employing the cultural element in daily life is considered as the most user-friendly asset one can make use of, because culture is in their life experience, using the knowledge of their own experience is of their familiarity and it encourage thinking process to take place critically, especially to detail in a discussion, furthermore, to understand others culture too invite higher order thinking skill to enquire, synthesize, analyze before it can be used for writing materials. It helps in developing ideas and organizing writing task, from unthinkable of ideas to perform in writing task into gathering of writing ideas from own-self (culture) and compare and contrast the cultural elements will allow the basic writers to enrich their process of learning to write.

The Hayes & Flower Model-A Cognitive Process Theory of Writing

Hayes and Flower model has highlighted the undeniable benefits in shifting the attention onto the linguistic analysis of a final writing product to a more practical writing process. It also supports writing and re-writing in the process of writing. With this shift, the writing process has given the writer the ability to design and to chart the final composition. It shows the emphasis is placed in the operation of the writing process that enable learning and the re-writing is used as part of the writing to enhance the writing skill. This has boosted the significant progress of learning how to write as a basic writer.

Writing Management

Writing is a goal driven and self-sustained activity that required the skill in managing the writing. As to provide a user-friendly writing environment, the constriction resulted can come from the writing topic, the intention of the writers, the process of writing and the skill involved in producing a piece of written work (Zimmerman & Rei-semberg, 1997). Furthermore, writing can be seen as a kind of social activity that involves either an implicit or explicit dialogue between writer(s) and reader(s). Writing is further framed by the community of the writer (Nystrand, 2006).

And, what and how people write is also influenced by the culture, societal, institutional, political, and historical background in which they are situated (Schultz & Fecho, 2000). This certainly confirm the significant goal of teaching writing to the students and more essential to offer help to eradicate the barriers that challenge them from obtaining this skill. As writing skill will provide the students the opportunity to think critically and able to express their thought into written form, besides getting a better grade in the public examination as the second goal.

With this gather information, it enables the building of the writing task with lesser burden to the basic writers. The writer narrates or tells a story to describe the personal experience. The writer focuses on a central idea (theme or message) based on a significant event that they can relate to their personal life experience and why it is important or meaningful to the writer. This focus is sustained throughout the essay. The central idea is the point of a personal essay. The author may convey the central idea in several places within the essay. The central idea communicates to the reader a sense of the experience and its significance in its meaning, insight, or a lesson learned. To tell the personal

story, it surely has the close link with culture as it is part of the life. This culture is the elements in life and the embedded cultural elements in literature can serve as the authentic base for ideas development among the basic writers as the application of HOTS in pedagogy in a writing class is built upon inquiry-based learning that could promote HOTS among students and directly improve student achievement (Boaler & Staples, 2008; Franco, Sztajn, & Ramalho, 2007).

Conclusion

Writing can be simpler when the personal experiences give our student writers a basis for making sense in viewing the world, for understanding the human condition, for getting to new ideas, and to convey meaning. When we place emphasis on students' personal experiences, we are not being softheaded or abandoning precision. Personal experience shows reflection, and analysis is an enrich ideas in writing. To teach writing well, we don't look someplace "out there" for rules, formulas, and mimicry. Instead we begin teaching students to attend to their inner language, to their individual sensations, perceptions, emotions, incipient understandings, observations, and perspectives. Writing is an acts of creation, develops from the inside out. Young writers need to learn about themselves and discover who they are, what they think—maybe even that they think—before they have something authentic and interesting to say. When young writers are just starting out, they respond best to thinking, expression of heart-felt feeling with creative spirit, not as test-taking automatons. They benefit from an approach that calls upon their essential self from the inside out (Dawn & Crovitz, 2013, p 5-7).as it is stated meaningfully, "…to teach writing well, we don't look someplace 'out there' for rules, formulas, and mimicry," write Dawn Latta Kirby and Darren Crovitz. "We begin, instead, by teaching students to attend to their inner language, to their individual sensations, perceptions, emotions, incipient understandings, observations, and perspectives. Writing, like all other acts of creation, develops from the inside out."

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