

Students' Objective Needs in Learning to Write: An Overview on the EFL Teaching and Learning Practice

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Abstract:

Writing in English has been so long becoming a required skill for EFL learners to master. However, being well-qualified in this skill is not easy since students should undergo systematic processes by learning and internalizing every single aspect of the language and the usage. Thus, students certainly have needs to be considered by English teachers when teaching. Definitely, every student has different personal competence that requires intensive guidance. This study is aimed at finding out and describing the Basic Writing students of STKIP SoE English Education Program objective needs in learning to write in English. Descriptive qualitative was applied as the method and 24 students who just finished with their Basic Writing class were the participants. Students' writing drafts, reflective statements and interview were used to collect the data. Based on the data from the instruments, the result showed that almost all of the students were weak in applying the language aspects including grammar, vocabulay mechanism, consistency of sentence and ideas construction, paragraph structure and coherence in writing. Here, the problems convey valuable information for EFL teachers on how to consider better teaching implementation to

improve the students' competence in English particularly in writing skill to create well-qualified writers in the future. Beside that, enlightening the teachers on what to consider in teaching writing from the basic to the higher writing levels.

Keywords: *teaching and learning, writing, objective needs*

1. Introduction

Teaching and learning writing has been so far becoming a complex process for both EFL teachers and students. The aim lies on creating well-experienced and skillful writers both in sharing ideas and using the language. Many ways are implied to reach better writing proficiency. Teachers manage to build students' comprehension, while students manage to internalize writing by utilizing advantageous ways. Learning individually, in peers and groups are some efforts applied. The reason is that writing is viewed as a complex process which is not acquired naturally, but by undertaking ranges of practices, experiences and also through recognition of particular lexical and syntactic terms (Scott, 1996).

As writing occurs to be very complex, it takes time and hard effort to accomplish. Students require extra effort to undertake the process. Every single element such as organization, content, grammar, vocabulary, mechanism, etc, appear to be the aspects that must be thoroughly noticed, since those points become burdens that students should overcome. Permanent comprehension of the components is the requisite competence writing learners should achieve to create comprehensible written product for the sake of audience's comprehension.

In reality, high English competent students may easily experience progress, while, the low competent ones have to undertake harder effort to be proficient writers. Unavoidably, the complexity of the skill causes complicated problems leading students into a space of being unable to express meaningful and well-organized writing draft (Zacharias, 2007). The condition makes writing a skill that requires a thorough process and in-depth exploration. Definitely, facing the process causes many language students in the world learn to write but only few of them express their writing logically, clearly and in well-developed organization (Brown, 2004).

Leaning on the above ideas, there must be a fact that language students require constructive help to deal with writing. They certainly have needs in which teacher as instructors ought to notice. Difficulties in writing process display a condition that writing students may have different specific requirements. Therefore, identifying students' needs in writing is crucial aspect to consider.

As students come from different English background with different English ability, they definitely show different personal writing competence. The complexity of language aspects as mentioned above offers hinderences for students to instantly become proficient writers. Students are demanded to comprehend the aspects intended and correctly apply in their writing drafts. If they do not know how to apply the aspects, they will not be able to write effectively.

Here, teachers should not only see their students as subjects to whom they always transfer knowledge but placing themselves as if they are students who have weaknesses and require appropriate treatments to develop. Writing teachers should firstly identify students' personal problems in writing to get the insight of their writing ability before performing accurate teaching practice as solution. Writing teachers require in-depth analysis on students' obstacles in writing which lead them to easily determine the best ways to be practiced.

However, have writing students recognize their weaknesses in writing? Have writing teachers really dig for in-depth information related to students' problems related to their personal writing competence? Those questions become the basis and frame the researchers' concept to undertake the study.

Implementing preliminary study in STKIP Soe English Education Program, the researchers found weaknesses students possess such as grammatical accuracy, registers selection and use, mechanism, sentence production, organization and relation between sentences and paragraphs, Additionally, inability to convey information and construct simple, compound and complex sentences. Those personal drawbacks powerfully hinder students in writing process besides other external factors such as minimum English exposures, supporting facilities and learning context where English is still considered new and difficult language and also teacher's teaching methods, classroom practices, treatments, and etcetera.

Since this study focuses on EFL writing beginners who definitely face various writing obstacles, the research is intended to deeply figure out accurate information related to the Basic Writing students of STKIP Soe English Education Program's personal proficiency problems in writing as their objective needs in learning to write.

Current researches were conducted on students' needs related to writing. Tjalla.,et al (2017) did an analysis on EFL students' needs for writing materials development. The study conveyed the result that finally became the basis for developing essay writing materials and also indicated students' familiarity with any writing activities outside classroom. It means that, the research was conducted to students who are dealing with the higher writing level. The participants were the fifth semester students. Meanwhile, this study focuses on beginners who have just undergone their basic writing level.

In the previous study, the researchers also identified the personal problems students had in writing. However, some points like punctuation, conveying the grammatical aspects in detail way, writing coherence, and other points as accumulated by Brown and Bailey (1984, pp 39–41), Oshima and Hogue (2006, pp 300–302) were not presented thoroughly in their study which is certainly different from this study.

Another study was conducted by Belkhir & Benyelles (2017), identifying Essay Writing students' difficulties and sources as a move to offer solutions. Similar instruments were used such as questionnaire, interview and some writing drafts to gather information. The result covered three main points namely cohesion, coherence and lexis. Beside that three points effecting students' difficulties in

writing including influence of L1 (first language), lack of reading and lack of writing practice.

However, the previous study above only discussed some influential points like connection of ideas, spelling, clarity and unity and did not specifically described difficulties like verbs, subject-verb agreement, preposition, article, word choice, wrong word order, other aspects of mechanics, etcetera, as conveyed qualitatively in this study. In-dept information was presented in this study related to all the problems related to the Freshman's personal competence (objective needs) in writing that should be solved by writing teachers to help students face the next writing level confidently.

Hopefully, the study will confer positive contributions for EFL writing beginners to practice appropriate learning steps after reflection on weaknesses and needs. Then, writing teachers have the insights of considering students' demands before drawing and implementing constructive strategies. Other researchers may also have the gaps to undertake continuous researches by figuring out other problems which have not been covered yet in this particular research or implementing similar study by emphasizing on other skills.

2. Literature Review

To achieve the objectives of the study, theories are built up to help frame, strengthen, and support the key concepts being discussed in this study namely the nature of teaching and learning, the nature of writing and students' needs in learning to write.

2.1 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), 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 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). 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 (2002) 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.

2.2 The Nature of Writing

The basic idea of EFL learners to undertake serious process of writing is that writing is viewed as visual form of communication and requires precise practice for better result to be offered to readers. Writing is considered a *productive skill* because a writer needs to produce a range of written expression for different purposes. Writing becomes communication media through which writers express intentions, feelings, and other communicative purposes to readers.

The statements above is also supported by Murcia (2001:207) who revealed that as an act of communication, writing suggests an interactive process which takes place between the writer and the reader via text. It is absolut to reflect that the act of communication has been a very trending activity which is done both verbally and written.

A good writer have to be sensitive and be able to consider readers' response and anticipate readers' reaction by producing written expressions that fulfill readers' demand. A written text should be clear, informative, truthful and easy to understand to bring readers into good interpretation of meaning and purpose after dealing with reading certain written text. Nunan (2003:88) supports the idea above that writing is a thinking process to invent ideas, thinking about how to express into good writing, and arrange them into clear statement and paragraph.

In the process of writing, accuracy of linguistic aspects, clarity of presentation and organization of ideas are all crucial to build meaningful communication. As it contains complex and various items to notice, Graham & Perin (2007; 221) enlightened EFL writers that the usual things associated with writing skill are word choice, the use of appropriate grammar, such as subject-verb agreement, tense, and article uses, syntax (word order), mechanics (e.g. Punctuation, spelling, and handwriting) and organization of ideas into coherent and cohesive form.

The explanation above declere a concept where writing is very complex and an author needs to be aware of the complexity when trying to produce maximum

quality of a piece of writing. Writer is demanded to combine and unite various writing components in order to help conveying the meaning intended.

2.4 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.

Brindley (1984) in Nunan (1999) 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.

3. Research Methodology

3.1 Participants of the Study

Since the research is focused on writing, the participants of this study were the freshmen who have just undergone the Basic Writing course as one of the requisite subjects implemented in STKIP Soe English Study Program. There were 24 students participated in this study as the participants. Purposive sampling technique was used in choosing the participants. The researchers consider that there must be extremely similar needs in writing since the writing students are the freshman who have just started to learn how to write and they certainly have many problems in learning to write. Additionally, most of them come from non-English major when they were in their senior high level and may not possess sufficient English ability. The researchers consider it as prominent to have the input regarding the participants' problems and needs before coming to the next writing course levels.

3.2 Instruments

To initialize the data collection process, the researcher collected the Basic Writing students' drafts as the first instrument. The purpose is to examine students' weaknesses in writing by relying on an assessment rubric of writing (Adapted from Brown and Bailey, 1984, pp. 39-41') and the editing process on language aspects developed by Oshima and Hogue (2006, pp 300–302). From the students' drafts, the researchers thoroughly analyzed and learned the basic weaknesses which students created along the writing process including the format, content, grammar, coherence, cohesion and other aspects to figure out their objective needs.

Then, students' reflections were accumulated through a reflective questionnaire form to strengthen information on students' weaknesses in writing. The instrument revealed students' personal information on their writing proficiency and linguistic knowledge as their objective needs. Additionally, semi-structured interview was also applied to dig for in-depth information from students. Snowballing technique of choosing the participants for interview was applied. Four students were chosen as interviewees to have better clarification on their personal writing proficiency problems. The purpose is to strengthen the previous information gathered from the drafts and statements and figure out convincing and valid data for discussion through triangulation process.

3.3 Data Analysis Procedures

Firstly, the researchers started examining the students' drafts to identify their weaknesses. Then, analyzed and drew the percentage of students' responses on the statements through calculation using Likert Scale. After that, the researchers analyzed the students' responses gathered from the interview after being transcribed and coded. The data from those instruments were triangulated to figure out students' objective needs in learning to write asserted by Brindley (1984) in Nunan (1999).

4. Findings and Discussion

This chapter conveys the findings and description of the findings in a range of discussion. Referring to the essence of this study, the researchers bring onto the surface the findings and discussion on students' objectives needs in learning to write by relying on the data gathered from the students' writing drafts, responses on the statements and interview.

In order to reveal the findings on beginning writing students' objective needs, content analysis on Basic Writing students' drafts was conducted. Examining the drafts, the researchers found that all students have extremely similar weaknesses or personal problems in writing. Basically, the problems are related to some different points.

Firstly, they were mistakes in using punctuation such as comma splice, period, apostrophe, quotation mark and spelling that influence sentence's stress and meaning. Students did not appropriately put the signs when chunking sentences. Secondly, many errors mostly occurred when students tried to arrange good grammatical pattern of sentences. Wrong order sentences, sentence fragment, sentence

connection, paralelism, the use of transition words and run-on sentences were created on their drafts. Those problems certainly made the researchers be difficult to understand the drafts when reading every single sentence. Moreover, the sentences were messed up.

Some other technical points such as missing words, verb tenses, subject-verb agreement, auxiliary verbs, pronoun reference, the use of singular and plural noun, and preposition were problematic. Even, they had problems in using articles, and conjunctions.

Moreover, their competence on using vocabulary was also minim. The atmosphere causes incorrect and inconsistency of a written product. It effects the flow of sentences and bring readers to confusion when trying to internalize the meaning.

The other problem was all of them made similar errors in choosing appropriate words for different sentence context, putting unnecessary words, wrong word in a sentence and using inaccurate word form (parts of speech) which broke the context and resulted on creating not meaningful sentence. Finally, there were some participants who did not pay attention on the format and the content of their drafts. Some paragraphs were not indented and some missed the introduction and conclusion.

The facts above show how poor the students were in writing. They certainly need intensive and effective approach from the writing teacher as instructor who holds the role to lead them step out from the weaknesses. Being in the basic level of writing and the evidences above showed that the students require extra attention and definitely need the basic 'nuts and bolts' in writing to be succesful English writers in the future. As the STKIP SoE English Education Program prepares the students to be English teachers or other practitioners who are well-qualified in English, they are expected to have better proficiency in English including writing skill.

To strengthen the findings, the following is the figure of a respondent's final draft after being examined by the researchers. The red ink indicates the student's weaknesses or erros that reveal the objective needs to be fixed by writing teachers.

→ my Christmas holiday and new year
 I went to my home village and I spend my holiday and celebrate Christmas day in Ayotupas. Before Christmas day coming I and my friends prepare drama for performed it (in) the Christmas day on Monday night. On December 25th 2017 in the evening we were decorated the cruch and Christmas tree. At 10 o'clock P.M I and my family we were went to cruch and we were celebrate Christmas day together. Before Christmas starting, we were showed our drama. we performed on drama performance. After that on the 31 After that on December 31st 2017 we were went to cruch and for shutting year the full of with fun experiences. Confusing center. and in the morning the first of January 2018 we were accep new year in the cruch and we were continuing with holy banquet. After that, I with my family celebrate new year in my home. I was very happy because I met my big family and we were bake cake Christmas together and we were enjoyed the cakes together. my family and I

Figure 4.1 Student's Basic Writing draft after Being Examined

The findings above are supported by the result of students' reflections on the statements related to their objective needs in writing. Three categories were drawn to see the level of proficiency the students as beginners have in writing. The categories were 'Not Competent, Less Competent, where they need improvement and Competent or demonstrate exceptional performance' that means the students were proficient enough in Basic Writing course. From the 17 statements to reflect their ability in writing, most students demonstrated that they still have weaknesses that should be taken into account to be fixed and enhanced. The findings were shown in the form of percentage in which most students were listed in the first and second category as follows:

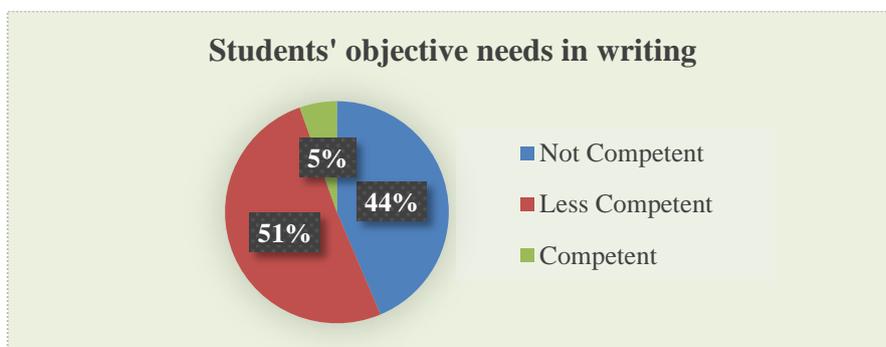


Diagram 4.1 Percentage of Students' Objective Needs in Writing

The diagram above shows the percentage of Participants' responses on the statements concerning the aspects being examined in the draft analysis as their objective needs in writing. There were 44% students who had no competence on the points related to mechanism, grammar, and vocabulary. Meanwhile, 51% students responded that their performance on the aspects was below the competence standard. The rest 5% students demonstrated exceptional performance or were competent enough dealing with the aspects being mentioned.

The percentage above supported the condition revealed in students' drafts. Basically, most of the Basic Writing students who were the freshman experienced challenging writing atmosphere due to their personal writing competence that demanded them to work hard in order to have progress. Effective and consistent learning process should be the weapon and foundation to raise their motivation to write and be proficient in the aspects required in EFL writing. To be specific, the findings are presented in the following diagram describing the percentage of the students' responses on each item.

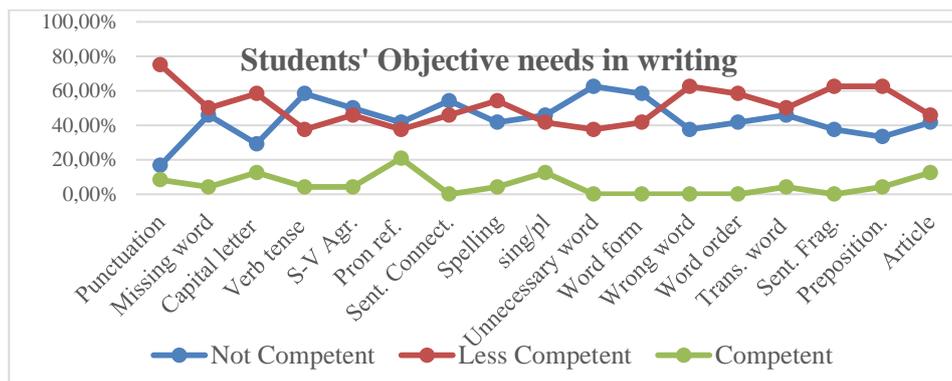


Diagram 4.2 Percentage of Objective Needs Based on Each Aspect in Writing

The findings above bring onto the surface the real condition the Basic Writing of STKIP SoE English Education Programs students have in writing which might be experienced also by other EFL learners in the early stage of writing. It shows that there were few competent participants only listed in the diagram. Most of them showed higher percentage of being weak on every single aspect being focused.

It is obvious that writing is a complex process in which writers should be able to accumulate and make use of all the 'nuts and bolts' to construct better quality of draft. To produce meaningful and better quality of draft, writer should notice and consider all the technical and language aspects (rules) which are certainly needed. Nunan (2003:p.88) mentioned that "good writing was done from a set of rules and principles." Here, students are demanded to apply the intended rules to reach better writing result. Certainly, the complexity of aspects (rules) become hinderences that require appropriate solutions and EFL teachers definitely hold crucial role to help students overcome the hinderences.

One of the aspects is mechanism which include punctuation, spelling, sentence boundaries and capital letter. As supported by the 1st, 2nd and 3rd interviewee in their quotations saying;

“Punctuation is also difficult because it firstly difficult to distinguish between written and spoken language so I made mistake in punctuation. For example the use of apostrophe.” (R2, August 5th, 2018)

“Another is the use of punctuation I am difficult to use the signs like comma, period, colon, semi colon, etc.” (R3, August 5th, 2018)

“Sometimes I put period for sentences that have not finished, yet. Just created unfinished sentences. Sometimes I put comma splices for sentences that do not require any comma.” (R4, August 5th, 2018)

As the participants revealed weaknesses on those aspects, they need help from writing teacher as the instructor as the primary source to learn besides practicing other learning ways. It is absolute that meaningful written text is supported by correct use of mechanism. It will be hard for readers to follow a writer's intention if correct stress of phrases, clauses or sentences are denied. The use of punctuation including comma splices, period, semicolon, colon, quotation mark and other signs are the main substances to make a written text easy to understand and convincing to read. Harmer (2004;p.49) asserted that the quality of a writing is not only seen from its content, language and the writer's handwriting but also the way the writer perform good use of punctuation.

Harmer (2004;p.49) also added that if capital letters, commas, full stops, sentence and paragraphs boundaries, etc. are not appropriately used, it will cause problems in understanding a text and bring readers to interpret the text differently. Readers will be able to comprehend any asserted intention if the signs are used effectively to keep the flow, stress and boundary of every sentence. The signs will also help readers to understand and get meaningful written expressions conveyed by authors.

Another issue to be highlighted is grammar as the soul of EFL that covers many key aspects. Relying on the points conveyed by Brown and Bailey (1984;pp.39-41) and Oshima and Hogue (2006; pp.300-302), the researchers take some points as shown in the findings (students' drafts and Diagram 4.1) as the issues in grammar to be discussed further. As the weaknesses stated in the findings, if EFL learners have problems in constructing accurate structure of sentence that contains different grammatical aspects, the central meaning will not be conveyed. It is supported by Brown and Lee (2015) that both learners and teachers sometimes struggle with grammar whether just 'pick it up' or even understand how to construct correct pattern. It will be definitely messed up, create confusion and produce different interpretations if expressing inappropriate grammar use. To deal with problems in grammar, the interviewees clarified the finding about their weaknesses as mentioned by respondent (R3 and R4) on grammar as the following;

“My weaknesses in writing is about grammar. We just write a topic without knowing that our grammar pattern is correct or not. We just write

down everything without thinking about the grammar pattern.” (R3, August 5th, 2018)

“I did not really understand the use of S/V-Agreement because I just started to write. Another point is the use of prepositions. I did not really understand about them. It was difficult to use them.” (R4, August 5th, 2018)

The more errors occur, the more difficult for readers to catch the information uttered. The utterances can lead readers into serious problems to internalize the purpose of writer and hamper an effective communication build between writer and reader through written text. If grammar rules are carelessly applied, EFL learners who are learning to write and who need comprehensible rules for accurate meaning will be definitely led to irrelevance in producing clear and accurate written product (Harmer, 2001;p.12). Therefore, grammar as other important aspects in English needs to be emphasized in the early stage of learning to write. As Brown and Lee (2015;p.473) suggested in one of their Principles of Teaching Grammar that both input-based (comprehension) and output-based (production) should be noticed and attended in teaching and learning process. Therefore, the uses and functions of tenses, subject-verb agreement, articles, pronoun references, prepositions, auxiliary verbs, etcetera need to be transformed correctly to beginners of EFL learners to complete them before and while producing a written text.

The other important aspect to be noticed is vocabulary use. Some problems found were related to word choice, wrong word use, word form or part of speeches. The statement is strengthened by the following quotations representing the interviewees' responses;

“My weaknesses are the first is how to choose appropriate vocabulary. Because I honestly did not have many vocabularies to develop.” (R2, August 5th, 2018)

“I am also lack of vocabulary at first. I did not know what word to use for example for a sentence context.” (R3, August 5th, 2018)

It is factual that the use of vocabulary should fit the context of any sentence produced in a written text. The purpose is to support the meaning and intention of a writer through an utterance. The message of a sentence even a text will be clear and comprehensible if accurate vocabulary is conveyed correctly. A proficient writer must be skillfully choose and use exact registers in expressing his or her thoughts. Vocabulary may change in form when being used in different sentence context. As Harmer (2001;p.18) suggested that “What a word means is often defined by its relationship to other words.”

The statement above clarifies that a range of sentence will be meaningful if the vocabularies used relate and complete each other to construct certain meaning. Every word used should match and fit one another with appropriate form and correctly chosen. Wrong choice of vocabulary can effect on producing different even no meaning of sentence. Meanwhile, if writing learners ignore putting correct

word form, it will influence the context, destroy the grammatical pattern, and bring readers into confusion to process the meaning of certain written text.

The condition is viewed by previous researchers to offer clues showing how crucial vocabulary is in teaching and learning English. Richards and Renandya (2002) clarified that vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. Additionally, Thornbury (2002) proposed that mastering vocabulary will lead students on their comprehension of the aspect including meaning, form both spoken and written, grammatical behaviour, derivation, collocaton and register, its conotation and association as well as the frequency of occurance. Therefore, it is suggested that learning vocabulary should be placed as crucially focused aspect for EFL learners to improve their vocabulary mastery from the early stage.

Besides the issues above, the Basic Writing students of STKIP SoE English Education Program as begginers also faced difficulties in arranging English sentences. It is absolute that to create simple, compound and complex sentence really depends on how good writing learners comprehend and use correct grammar, vocabulary, punctuation and other technical aspects in writing. Constructing sentence in English is not simply about putting an idea or expressing thought in a text, it is a very complex process that requires writer to undertake some stages of thinking and formulating ideas. A writer is required to systematically undertake the processes for the sake of being competent writer. Since, knowing the basic kinds of sentences in English can help students develop a good writing style (Oshima and Hogue, 2006;p.175). However, the interviewee revealed their reflections on this point as the following;

“Writing in English is complicated and challenging because before expressing something, we have to think. We do not know the base, the fundamentals of writing, like organization, relating ideas, and so on.” (R1, August 4th, 2018)

“It is very difficult process because I have to force my mind to think about what should I write and then after knowing what to write I found it difficult on how to develop the ideas at the first time.” (R2, August 5th, 2018)

“It was difficult because when the lecturer told us to write we did not know how to start and after that how to develop an idea or a topic.” (R3, August 5th, 2018)

The responses above reaveals the fact that the students really expect to have meaningful treatment on how to bring them recognize and practice creating correct sentences in English. As future writers, they surely need to be completed with knowledge on internalizing types of sentence structures to assist them produce good grammatical sentence pattern for the sake of readers' comprehension on a text.

In writing, organization and content are also two fundamental aspects to consider. As those main issues were found in the students' drafts as weaknesses and admitted in the above quotations, introducing those items earlier is a better step to do. The interconnection of points in producing meaningful content of written text is prominent as it covers registers, cohesive devices, ideas covering main idea and supporting details, introduction, body and conclusion. This skill automatically demands writers to undergo deep and thorough exploration before producing a text. Writers are expected to undertake systematic practice that covers all the 'nuts and bolts' into relevant unity for accurate writing result. Writers should be able to undergo discovery process that involves ideas, how to organize them by discovering and considering what to put on reader (White, 1987; in Scott, 1996).

Neglecting the points certainly breaks the flow or organization of paragraphs and the essence of text will not be grabbed by readers clearly and accurately. Readers will be led into confusion and fail to comprehend the message of a written text. They will be fail to understand the idea and follow the writer's way of thinking.

Finally, different text absolutely has different content depends on the purpose of the writer. Writer should be careful in expressing his or her idea to create a text in which the message can be uttered in correct content. If the content is wrong, it will ruin the message.

The condition above clarifies an atmosphere in which the students really need to be completed even in all fundamental aspects of writing. Harmer (2004:62) emphasized on this point that students need to have necessary information on completing a task correctly. They need to understand what actually a writing teachers wants them to undertake and be clear on any detail a teacher gives them to work on. Harmer (2004:63) added that teachers are demanded to be able to suggest ideas when their students get stuck in developing a writing task.

Many students certainly come up with minimum writing competence and expect for optimal treatment from the teacher as instructor who can guide them to experience holistic writing processes. Here, writing teachers should be competent to apply a teaching process that answer the students' objective needs. Their personal problems in writing should be considered the basis in developing and applying teaching approaches as solutions to overcome the hinderences. It is nonsense carrying out a process of teaching writing without firstly recognizing learners' basic needs particularly their personal competence in English.

5. Conclusion

In conclusion, EFL writing learners are basically students who require systematic process and guidance in writing since they come up with many personal competence problems. Most students who already passed the Basic Writing course offered in STKIP Soe English Education Program experienced many hinderences that hamper their competence in writing including mastery of language aspects, writing format, mechanism, ideas development, and coherence. Those problems cause failure where inappropriate, inconsistency and inaccurate writing drafts are produced. It frames an atmosphere in which the students definitely have needs to be fulfilled in learning to

experience progress and be proficient writers when facing the higher writing levels offered in their institution and when facing real working fields that requires proficient writing skill.

Therefore, the Basic Writing teacher should consider what and how to teach in order to overcome students' problems and help them experience comprehensive processes in learning to write to finally become well-qualified English writers in the future. Beside that, the information can be reference to all English teachers in general to think of and practice best teaching steps to help writing learners carry out effective writing steps earlier and prepare them to face the next writing levels.

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