

THE IMPLEMENTATION OF WRITE, SHARE, AND REVISE TECHNIQUE TO EMPOWER STUDENTS' CHARACTER DEVELOPMENT AND INTEREST IN WRITING ENGLISH

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ABSTRACT

This study aims to: (1) examine the influence of Write, Share, and Revise technique in recognizing students' interest in writing English; and (2) analyze students' character development in writing skills after applying Write, Share, and Revise. It is a qualitative descriptive research where the primary data analyzed is the development of students' writing interest and skill during the time of implementation of Write, Share, and Revise Technique. In addition, as secondary data, the analysis of interviews, and classroom observations were tabulated as supporting primary data. Participants selected by using Purposive Participant technique. A total of 60 regular students of the 2017 English Education Study Program at IKIP Siliwangi were involved. The results of the study showed an increase in students' interest in writing English and also help them to develop their own writing skill form before the implementation, during, and after the implementation of Write, Share, and Revise technique. Based on interview and observation, it also reveals that students are still struggle with writing materials. This implies that the students still needed extra care from teachers. Thus, it can be concluded that Write, Share, and Revise technique affects the process of writing as an individual and group. By doing Write, Share, and Revise, students tend to be opening minded and lessen selfish feeling and ego by helping each other to make a better writing form.

Keywords: *Write, share, and revise technique, writing's interest, character development*

INTRODUCTION

Nowadays, every single person usually writes in his or her daily life, whether it is writing a text for SMS, writing a text to chat in WhatsApp, or even writing an electronic mail in professional life. For person who writes the texts, probably they feel that they have done their best in writing performance. However, related to academic life, it is not always a simple experience since the reality that it always seems to be so hard to write academic writing. Writing is not always a simple experience. As we know, it is related to coherence, cohesion, and background knowledge of the writer himself (Halliday and Hasan, 1976).

In this study, the writer tried to invite students to open up their mind, for writing. Brown (2002) stated that writing is considered as the hardest skill to achieve naturally. The collaborative writing here, which means Write, Share, and Revise (WSR) technique is the technique that makes students not only pay attention to their writing skill but also to others' writing skill, because they have to work together to evaluate the text.

In this research, the students have to write alone first, but after that they have to work with partner and they are asked to correct each other work. It is aimed to produce good writing performance. The qualitative method was used in this study, the researcher took the data from the classroom observation, interview, and questionnaire.

The process of Write, Share, and Revise was not easy for the beginning because the students did this for the first time, they who never expose their writing performance think it as difficulties and they don't want to looked fool in front of their friend. However, the researcher keeps remembering the students that to help others means that the students will be also helped by others. However, they eventually realize that writing can be so much fun and it is not a selfish skill. So, this is the opportunity to make writing more fun and interesting for students. According to Harmer (2003) A consideration of the writing process, and how speaking and writing are related to each other – especially in a world of changing communication media- is not only of academic interest. Many traditional approaches, for example, failed to incorporate the kinds of insight into the writing process. Harmer (2004) also stated that for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student's attention was directed to the what rather than how of text construction.

General writing skills allow comprehension across different subject matters, specific content knowledge allows the construction of a deeper level of understanding within a subject matter, and background knowledge enables learners to relate what is read to what they already know (Leki, 1998).

The students were divided into some groups, after that they are asked to write the text, narrative and descriptive. It is a qualitative descriptive research where the primary data analyzed is the development of students' writing interest and skill before, during, and after the implementation of Write, Share, and Revise Technique (Fraenkel and Wallen, 2008) They do it for themselves for the first time that they have to write narrative text. First, they will read the story from international book. Story for Reproduction published by Oxford. They have to write five stories from the book, after that they have to retell the story that they like the most. Oxford Story for Reproduction is used in this study because the stories in the book are not only fun and entertaining but also full of moral message even though it is extended indirectly. The students can laugh when reading the stories, but in the same time they can think about the moral value in the society (Thomson, 1999), so that it gives a message that as a human being we cannot depend upon condition, we must work the best for ourselves and for the people that we respect. The characteristic of the students can be seen by doing the research, whether they help their friends sincerely or not.

According to Williams (1995) when you want to write a narrative text, you should have an idea in your brain, before pouring your idea onto paper, you must make sure that your writing consists of understandable vocabularies, clear intention, and meaningful. Somehow, this is the challenge for the writer to pour what it is in your mind and how to make people understand what you want to extend and explain to them. Written communication is not as easy as what people think, because the readers almost always do not have an opportunity to meet the writers directly. Therefore, all you have to do as a writer, you must be able to feel the feelings of your reader, it is not simple, but you still have to find way to make it comes true.

Students almost always do the writing all alone, without proof reader, but the teacher (Brown, 2002). In this study, they have to be proof reader for their friends, even though it's not simple for beginners to be proof reader, but they have to try this. Write, share, and revise will give students opportunity to be a good writer by trying to feel what is in reader's mind. It is expected that they won't be a selfish writer but they will have empathized to the readers.

Very often, we find a text that is so hard to understand. Probably we asked what was wrong with the writer or what was wrong with us as the reader. The text can be

decided as a good text if the reader can understand it and can take lesson from it. Somehow, as a writer maybe not all of the writers are having sense of the sense of reader.

In this modern life, there are many ways to make our writing published worldwide; you can upload your writing through blog, or special website that you make. The advantage of publishing your writing are first you can share your knowledge and experience with people in all the world, you can find new idea to make friends and enrich your understanding of international world. Beside the advantages, there must be some disadvantages that you can find that, the things that you cannot avoid are other people opinion toward your writing, their response toward the content of your writing, then probably it can bring you up and down feelings. But even a professional or popular writer, they almost often got critics from some people, from their reviewer, even from their haters. Somehow writing process must go on, even though you are not perfect writer, even though you are still trying to make a good writing, you still have to carry on your writing process until finish.

You are trying to be a good writer who has sense of belonging to your writing, but you have to be able to feel the feeling of your reader, otherwise you will be considered as a selfish writer.

Nowadays, where all the information can be gained through online access, plagiarism can be detected easily. This is also a challenge for writer to produce original and fresh idea. As a writer you have to be carefully about plagiarism, you have to give credit for every idea that you take from other sources, otherwise it can be considered as plagiarism.

Every time you write, you have to realize that maybe your writing can inspire others, so please give the best that you can do. For beginner the implementation of Write, Share, and Revise can be implemented through writing text such as narrative and descriptive text. You will have experience of being a proofreader, but you will also know how if your writing is evaluated by other people, here you are going to sharp your sense of belonging.

When you only write alone, by yourself, you will think that everything is okay, your writing is perfect and understandable by yourself, so people will understand it. But, come on! Even a professional or popular writer needs a proof reader, a reviewer who can give evaluation and input to the writing. Moreover, if the writing is produced by students who are still learn how to be a good writer, how to put cohesion and coherence in the writing process. This case is very often happened in the classroom of beginner writer who usually think that writing is a simple process.

METHOD

The process of the study will be explained clearly here; the first, the researcher takes a class which she teaches as a writing teacher, she makes an observation to gain the information about students' writing ability and their performance in writing.

The second, the researcher give the same assignments to students to write a descriptive text with the same theme. After that, they try to make it as good as possible because they want to share it with their friend, they are given time to write what is interesting and important to them. After that, they will check it again, they check their own writing about coherence, cohesion, and vocabulary.

For this assignment, they are given time to think what is the main idea of their writing. They will think that it will be very meaningful to think carefully what is interesting and important for them, as a teacher, the researcher give the clearest instruction that all students should be honest in pouring their thought in their writing. For instance, the students will show their honesty about their idea in writing descriptive text

especially when they have to describe themselves in proper way. In writing descriptive text, they have to master vocabulary and adjective to make the sentence meaningful.

Here, this is a good opportunity for them to add and enhance their vocabulary mastery and their grammar to make the sentences understandable. In this moment, teacher can give opportunity to students to make all the students dig their best performance, they must struggle with themselves and try to make it good. Students are given time during 70 minutes.

FINDINGS AND DISCUSSION

According to Harmer (2004) The way we get students to plan-before getting students to write we can encourage them to think about what they are going to write – by planning the content and sequence of what they will put down on paper. There are various ways of doing this including, at one end of the scale, brainstorming (where students in pairs or groups come up with as many ideas as they can through discussion). The way we encourage them to draft, reflect, and revise (Write, Share, and Revise). Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempts and not as finished products.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of groups of students working together on a piece of writing can respond to each other's ideas, making suggestions for changes, and so contributing to the success of the finished product.

The way we respond to our students' writing, in order for a process- writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making corrections to a finished version, they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, or fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. Such reformulation will be beneficial to the student who compares their version with their teachers. So, it is not just teachers who can respond to students' writing. It is often useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide a welcome alternative to the teacher's feedback, as well as offering a fresh perspective on the writing.

Process writing is a way of looking at what people do when they compose written text (Nunan, 2003). Nevertheless, process writing may not be the answer in every learning situation. Over- emphasis on process elements may lead us into the process trap.

The process trap—one of the problems of process writing is that it takes time. Over-planning can take up too much time and, sometimes, restrict spontaneity, and creativity. Working intensively on second and third drafts also requires periods for reflection, editing, and rewriting. If this is being done conscientiously it can be quite a long process.

Process writing is not an easy an easy option for students or teachers. It also seems clear that students of general English need to be presented with a range of writing tasks, including some of those that are more speaking-like.

Based on interview and observation, it also reveals that students are still struggle with writing materials. This implies that the students were still needed extra care from teachers. Thus, it can be concluded that Write, Share, and Revise technique affects the process of writing as an individual and group. By doing Write, Share, and Revise, students tend to be opening minded and lessen selfish feeling and ego by helping each other to make a better writing form. Eventually, writing English can be considered as a happy experience and unselfish.

CONCLUSION

The process of write, Share, and Revise also shaped students' insights horizon since they must check other people writing and also should give suggestion. It is hard to imagine them writing without looking or considering at the other people suggestion. No wonder these techniques become very meaningful.

This WSR technique is considered meaningful because English is not students' first language, so that the students can have two or more native languages thus being a native bilingual or indeed multilingual. Incomplete second language skills often make writing other languages difficult. For instance, in some classes, the students who don't have enough background knowledge will have no progress in their writing if they don't follow the WSR technique. In conclusion, the WSR technique is very useful and helps students to empower their interest and skill on writing English as a second or foreign language.

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