

## A STUDY ON ENHANCEMENT OF WRITING SKILLS AMONG COLLEGE STUDENTS AND ITS TEACHING APPROACHES

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### Abstract

English has a significant influence on education, particularly in agricultural nations like India. It is possible to see evidence of English education at some level. Writing is a process of disclosure and calls for enough time for thought. It promotes a flexible, modern grammar structure that incorporates phonetic elements like connectives, emphasis, space, and spelling. Writing to communicate is a complex skill that goes beyond simply copying letters and words or, in any case, putting together necessary sentences. It assumes that students will create writing pieces by effectively and fundamentally using objective language, employing sophisticated mental techniques, dissecting data, and producing engaging work. Further along this line, the open event is frequently embodied by collaboration with a large group of people who are noticeably absent. English has long been taught as a middle subject throughout the entire educational journey, but it is now frequently observed that students are falling behind in developing careful helpful skills, particularly writing. Writing concise sections and articles is one of the most difficult things for students to learn in school, but it is also one of the

most important skills. If students don't make an effort to learn how to write right away, they will experience difficulties mastering the skill later in life. Hence, the current study has been done with a view to overview the enhancement of writing skills among college students.

**Keywords:** Writing Skill Enhancement, Teaching-Learning, Mixed Approaches, Innovativeness, Digital Mode of Education and Multi-dimensional Approaches.

### Introduction

Writing has typically been a neglected area of teaching obscure lingo, and it appears that understudies are least aware of how to acquire this skill. However, it has recently come to be recognized as a crucial part of the correspondence dyad, which also includes talking, for example, the oral sign of social cooperation and information exchange. The emphasis falls on demonstrating that there should be a connection between certified prerequisites and direction when figuring out writing in realistic terms, both from the perspective of the language and from that of the endeavor. The ability to comprehend writing well ensures effective writing outcomes, but it also

encourages the acquisition of a flexible set of language-related constraints: a knowledgeable assurance regarding punctuation and lexical plans; a reasonable illustration of relationship in the improvement of contemplations; a legitimate choice of register and style; and a general better way to approach writing tasks and contextualization.

Writing has uses beyond the classroom. Associations look for applicants who can write and communicate honestly. There is no doubt that the need for writing has persisted even in our modern era. All written communication, whether it be in messages, online chats, faxes, or webpages, demands exceptional writing abilities. The likelihood of a high success rate will increase with the clarity of the correspondence. Any profession or field can benefit from writing skills, which are common in some capacity throughout daily life. Additionally, writing helps a person think more clearly. The singular becomes better suited for exploring what students read, unpack, and think once they learn how to write. Whatever the case, writing has all the makings of being fundamental while taking into account that, frequently, it results in turbulence and dispersed information on paper. This frequently causes chaos or conveys a false message. Strong writing can be a daunting task because it calls for a lot more than just proper grammar.

### Objectives of the Study

The current study has been associated with following objectives:

1. To know about the importance of writing skills for students.

2. To study various approaches for enhancing the writing skills of the students.

3. To analyze various factors related to the study according to the perceptions of the respondents.

### Reviews of Related Literature

According to Politton, Mariana, and Hadiyanti, Kayetana's research from 2019, writing is now primarily done in English to ensure that information is understood across the globe when shared online. As a result, job roles will change to include text message delivery using technologies. Therefore, it is crucial to produce future workers who are highly qualified to compete for jobs. Therefore, in order to encourage the development of critical and logical thinking abilities, as well as to include comprehensive realisation, university students must be equipped with English writing competencies and strategies focusing on content area, in addition to forms. By conducting in-depth data collection, organisation, integration, and classification of writing strategies, this qualitative study made use of a critical literature review. It provides advice on how to deal with the writing issues that higher education students face, including the implementation of collaborative writing discussions with either verbal or online discussions or both. Additionally, it can incorporate reading and writing exercises with a focus on conceptual meaning development into contextual cognitive processes.

Writing is a very complex cognitive activity in which the writer must demonstrate simultaneous control of multiple variables, according to Rao, V. Chandra, and Durga, Ms. (2018), who have summarised their research. The

likelihood of success for students may be increased by strong writing abilities. Language is not possible without writing. All students must possess strong writing abilities in order to fulfil their academic and career requirements. The process approach places an emphasis on writing exercises that take students from idea generation and data collection all the way to the publication of a finished text. The process approach is learner-centered and takes into account the needs, expectations, goals, learning preferences, skills, and knowledge of the learners.

**Miftah, M. Zaini (2015)** conducted a study with the goal of developing the Writing Process Approach (WPA) implementation to improve the students' essay-writing abilities. Action research in the classroom was used in the study. 15 college students taking a writing course served as the study's subjects. Data were collected through field notes, observation, and writing assignments. Thus, it is possible to improve students' essay-writing abilities, but this should be done in accordance with the established WPA model procedures.

### Writing Skills for Students and Teaching Strategies

Outstanding writing abilities are essential for advancement in the workplace. Whether it be in messages, project reports, or arrangement proposals, content replete with errors, grammatical blunders, and poorly constructed sentences suggests a similar attitude toward work. Thus, understanding the importance of writing skills can similarly influence how everyone is perceived as working, close by additional creating correspondence. Their partners can sort out

messages in an unmatched way with persuasive writing skills. It is easier for others to understand your thoughts and inquiries when you write clear messages. Ability to demonstrate at work, regardless of whether the job involves a lot of writing, even a few grammatical and spelling errors could be found in content. Furthermore, these minor errors may give off all the signs of being a less capable worker. Writing is reportedly the least common skill to acquire among students, a fact that is typically excused in the demonstration of obscure vernacular teaching. But lately, it has become a significant part of the correspondence dyad, which also includes talking, for example, the oral signal of social affiliation and information exchange.

Making writing a useful language skill has always been a challenging and inconvenient task. The real writing curriculum involves instructing students in clear writing, appropriate lexical and punctuation use, proper spelling, and accurately choosing the appropriate language register. No matter the level, exceptional writing includes exposure, planning, thinking carefully, creativity, and change. Students who struggle with writing need to become proficient in a variety of techniques that can help them comprehend and approach writing assignments so they can actually address them. Like all cycles, teaching writing calls for an efficient methodology that will encourage students to express their ideas in writing and make them aware of the benefits of good writing.

The most essential parts of writing should be broken down in order to be understood, taught, and learned as a useful skill. There is no response to the question of how to teach writing, despite the many theories that support writing as a valuable skill. There are as many possible responses as there are instructors, students, teaching methodologies, and learning styles. To choose the most sensible methods and appropriate approaches, it is crucial to understand the what, the why, and the how of writing.

**The Process Approach:** Recently, writing instruction has started to diverge from emphasising the written word to complementing the most well-known writing style. As soon as this method is implemented in a homeroom setting. It requires creating a welcoming, accommodating, and supportive studio environment where understudies can work on their creative processes with enough time and non-material hindrance. It is the duty of the teacher to support understudies by encouraging potential methods for working on, drafting, rethinking, and adjusting. The student finally has better control over both the content and style of what they write thanks to the effective use of their acting techniques. Writing is a confusing, recursive, and imaginative progression of numerous acting techniques, to put it briefly. Learning to communicate effectively and effectively treats the dirt cycle.

**The Paragraph-Pattern Approach:** This strategy emphasises the significance of affiliation. It is predicated on the tenet that correspondence is manufactured and composed, particularly in various social strata and in various contexts. Due

to the progressive models that are emphasised in this method, understudies work with sections that they copy, investigate, and mimic. Exercises can reinforce writing proper subject sentences for parts, writing supporting nuances for an essential idea, or perceiving the basic idea that covers a detail of nuances. They can also consolidate resorting out blended sentences (in an entry), mixed segments (in a more expanded combination), recognising general and express information, and writing supporting nuances for an essential idea.

**The Grammar-Syntax Approach:** This method suggests that writing should not be seen as the result of distinct, separately developed skills. The author requires more than just logical language. She requires clear activity word types and a variety of levelled plan-based groupings. The connection between what they are trying to write and what they need to write it is understood by the students. This method links the rationale for a written piece to the basic message-transmission designs.

**The Controlled to Free Approach:** This method of writing progression is back-to-back, where students are given sentence examples first, followed by a section to copy or manipulate phonetically by changing requests to proclamations, present status to past, or plural to single. Students could also convert the word to declarations or construct sentences, which simplifies transformation. Once they arrive at a centre level of capacity, the teachers allow the understudies to build something for free. This method emphasises mechanics, accentuation, and

sentence structure. It emphasises accuracy rather than uniformity or progress.

**The Communicative Approach:** The group and the justification for a piece of writing are the focal points of the communicative approach. Students are expected to act like real writers and to present themselves with challenging questions about group and reason. The author thinks that their writing is intended for a specific audience. If the teacher is using this methodology, the understudies are contacted about the relationship. Students respond, revise, summarise, or add comments to a piece of writing in a variety of ways. The choice of legal content, language, and level of tradition is given to the students.

**Free Writing Approach:** The majority of the time, free writing is viewed as a prewriting technique used in insightful settings, in which a person writes nonstop for a predetermined amount of time without much concern for approach to talking, shows, and mechanics, while also working occasionally from a teacher-provided specific brief. Free writing can aid writers in overcoming writing blocks and developing certainty by enabling them to practice text-creation times of the writing framework without the fear of rejection, even though it occasionally produces unrefined or even unusable material. A writer may even use this technique to compile initial ideas and considerations about a subject, which is frequently important for formal writing. As opposed to conceptualising, where considerations are facilitated or recorded, a free-written section is ambiguous or unstructured to a moderate extent.

### Analysis Part of the Study

Following are the summary of major analyses done for the study. 100 randomly picked college students were asked questions and their responses are below:

**Table 1:** Respondents' Opinion towards Importance of Writing Skills at Multi-Dimensional Level

Statements	SA	A	N	DA	SDA
Developing a variety of writing techniques gives me the confidence to pursue my professional goals	40	35	11	4	2
In this manner, the students can acquire the fundamentals of scholarly writing	32	26	19	15	8
My college provides me with all the necessary strategic assistance	37	24	18	10	11
My employer is providing me with extra work outside of teaching homeroom in order to improve my writing abilities	35	22	20	10	13
Staff are making the best efforts possible to develop our writing abilities	42	30	14	8	6

**Source:** Primary data

**Table 2:** Ranking Analysis on Respondents' Opinion towards Teaching Strategies followed by the Institution in Enhancing Writing Skills of the Students

Factors	Weight Score	Ranks
The capacity to perform a variety of tasks	796	VI
It's crucial to use proper grammar	852	IV
Being reasonable	763	VII
There are numerous career options	901	II
Persistence of interest and creativity	987	I
Positively affecting the intended audience	624	X
Increased capacity for global competition	862	III
Greater comprehension	803	V
Connection to others	762	VIII
The development of an organised mind	745	IX

**Source:** Primary data

**Table 3:** Respondents Opinion towards the Teaching Strategies followed in Enhancement of Writing Skills by their Institutions

Statements	Yes	No
It helps me get better at speaking English	82%	18%
It greatly benefits me because it allows me to improve my English	88%	12%
It helps me get better at speaking English	78%	22%
I can learn and write English more effectively thanks to it	75%	25%
It results in a learning experience through interaction between students and lecturers as well as among students themselves	89%	11%
It is assisting me in gaining self-confidence and self-awareness in my writing	90%	10%
I'm inspired to speak out because of it	95%	5%
It increases my confidence in my English-speaking skills	91%	9%

I feel more confident when I write to people because of it	89%	11%
Make me courageous enough to voice my opinion	74%	26%

**Source:** Primary data

### Discussion

Writing has always been considered a crucial skill in the acquisition of the English language. This significance stems from the fact that it develops the syntactic patterns and jargon that teachers try to teach their students. It is the area where students should be given adequate opportunity to develop their writing ability; therefore, more time should be allotted to it in homerooms with ELLs so that they will be able to effectively communicate in both real-world and academic situations. An amazing way to accomplish this is to introduce them to the writing system itself through various scenes. Writing abilities can also be developed when students' strengths are acknowledged and when they are given consistent opportunities to work on their writing. Since learning how to deliver a thoroughly examined piece of writing is one of the fundamental goals of ESL students, a specific writing programme should be established to address their needs. Following a careful analysis of the writing, it was discovered that a number of experts believed that it was essential for students to be exposed to a variety of types, methodologies, and writing strategies in order for them to succeed when writing in English.

- ✓ College ought to give reliable assistance by giving the resource material that will help both teachers and students to additionally foster the writing skills.
- ✓ Drafts should be checked either by teachers or students (peer evaluation) as these drafts work on the outcome.
- ✓ English library is significant for creating essential school understudies' writing skills
- ✓ English teachers ought to be thoroughly prepared to teach writing appropriately and normal contests in English writing can further develop understudies' writing skills.
- ✓ Literature ought to be a discretionary subject,
- ✓ Literature ought to be an obligatory piece of the English educational plan,
- ✓ Parents ought to be involved and be ready to assist understudies with chipping away at writing and do homework at home. This ought to be conceivable through enhancement programs that ought to be carried out by the schools.
- ✓ Students expected understanding in writing about agreeable examinations issues to succeed on that brief.
- ✓ Teachers ought to grant a culture of figuring out how to the understudies. Writing challenges ought to moreover be familiar with convince the students to additionally foster their writing skills.
- ✓ Teachers ought to similarly be familiar with new systems to teach writing skills.
- ✓ Textbooks and writing books are not very much intended to suit the understudies' requirements of writing skills
- ✓ The understudies' shortfall of data and contribution in the subject of social assortment featured an opening in our school educational plan that ought to be kept an eye on multicultural education.
- ✓ Where essential there ought to be pay as expenses to push the understudies.

It is recommended that teachers use different types of text jargon capability through study hall reading, various types of sorts, and texts to advance their students' academic skills. The opportunity to develop meaning in a new context for their improvement is provided to understudies by using a variety of texts and valuable reading jargon exercises or procedures. Rude teachers should make use of fundamentally sound resources that help students' skills develop. Teachers should provide as much helpful instruction and make every effort possible to help their students be excellent students for their improvement. If they want to help their students' reading comprehension, teachers might create an English-reading environment in the classroom. In order to strengthen writing abilities in primary schools, it is necessary for grade school teachers to provide a variety of picture books and other visually stimulating and educational materials. The government should organise different workshops and courses for teachers during particular times of the year to introduce them to how to simplify picture storybooks and how to instruct the understudies in the homeroom for their course of events. All elementary schools should provide a lot of colourful visual aids and

other teaching resources, and these resources should be available for all subjects.

## Conclusion

Composing abilities is are a significant essential to deep rooted understudy achievement yet the manner in which educators educate and give examination to their understudies on composing is really difficult. The achievement or dissatisfaction of showing composing relies on various elements. It, without even batting an eye, relies on the instructors' information and comprehension of composing and ways of managing composing. Likewise, fruitful instructing of composing relies on the bearing strategies. The educator focused instructive strategy that was utilized in the picked schools went after understudy joint exertion and companion understanding, which are urgent to the sociocultural hypothesis. Making composing abilities is a significant length hypothesis. Very distant from being an essential matter of deciphering language into composed structure, composing is a reasoning cycle that demands a cognizant smart exertion all through a wide time frame. In any case, by zeroing in on composition as a strong appearance of correspondence, empowering an impression of gathering and reason, and seeing student work, students will as of now not fear composing class yet trust it to be brilliant and a test.

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