



STRENGTHENING TERTIARY STUDENTS' WRITING SKILLS THROUGH T.R.E.N.D. MODEL



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ABSTRACT

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Writing has always been subjected as a difficult task for students taking English language subjects during their first two semesters studying in tertiary education. For these students, writing a composition has been a task they would prefer to avoid doing. One of many reasons is the inability to first generate and organize their ideas for writing tasks. Besides, they faced difficulty in expressing themselves fluently or being able to write sentences that are grammatically correct in the target language. Realizing the importance of writing skills among undergraduates in the tertiary education, a study was carried out on 200 undergraduates who attended a day Malaysian University English Test (MUET) workshop to examine students' writing ability through a proposed model of Transferring, Restructuring, Engaging, Negotiating and Documenting (T.R.E.N.D.). The findings had shown significant improvement in learners' writing in term of coherency and the development of ideas after the workshop. As a whole, the use of T.R.E.N.D. Model had helped to improve students' writing ability in terms of not only language proficiency, but also their level of confidence.

Contribution/ Originality: This study has conducted a model for writing in tertiary education. The introductory of T.R.E.N.D. model acts as an alternative to traditional Process approach to writing in where the involvement of peer-readers in the third stage of the model is highly anticipated to help writers to express ideas.

1. INTRODUCTION

Writing has never been easy for students studying in this institution of higher learning. A good piece of writing is a valuable tool for communicating one's thoughts to others. Most of these writers find it difficult to organize their thoughts, edit or remove information during writing. In addition, it is noticeable that students tend to repeat basic mistakes such as misspelling and lacking in the elaboration of points which disrupted the flow of writing and automatically make it bad writing as a whole. In contrary, the focus of most writing tasks assigned in English classroom had placed heavily on the final product rather than the process of writing the essays. In fact, most students are not able to write in English for many reasons. Hence, many English language lecturers have then