WRITING SKILLS AMONG UNIVERSITY STUDENTS

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INTRODUCTION

- The 21st century is a highly competitive era that requires international cooperation and communication with global society. China has initiated a series of higher education reforms to meet the requirements arising from economic restructuring. However, graduates are criticized for lacking innovation, practical abilities, and social responsibility.
- English writing is important for Chinese students, particularly for graduate who need to write their dissertation and share their research with the academic community. Previous studies have found that Chinese learners experience many difficulties in English academic writing and language development. Therefore, it is deemed necessary to understand Chinese students' perceptions, difficulties, and strategies in writing for their studies.
- This study addresses Chinese graduate students' perceptions about their writing skills, awareness about the benefits of reading, and as well as their strategies for writing.

DISCUSSION

- This study suggests that an increase in student self-belief about their capability for writing will slightly decrease their ability to identify their problem for writing, and their awareness about the benefits of reading for writing. In addition, an increase in student ability to identify their weakness for writing will slightly increase the implementation of finishing writing strategy.
- The findings have some implications for language classroom and writing teaching instruction. Teachers should help students self-evaluate their writing tasks in order to become aware of their shortcomings and problems, and consequently think about the use of appropriate strategies.
- One limitation of this study was its cross-sectional design, which precluded any inferences of causality between ability of reading and writing and associated factors. Further studies should be done to look at the relationships of these factors based on longitudinal data.

METHODOLOGY

- The design of this study is a quantitative research design. The study involves a total of 750 students from 15 school at Southwest University of Political Science and Law in Chongqing, China. Questionnaire on students' recognition for their problem for writing, and their awareness about the benefits of reading for writing is adapted from Zainal et al. (2011). The second part of the questionnaire to students' perception about their reading and writing skills, and the implementation of writing strategies is adapted from Asbjørnsen et al. (2021).

RESULTS

Based on variables analysis, the results indicated that:

- RQ1. It was found that the average score is at medium low level (4.94). This indicated that the overall student's readiness to perform for university related writing assessment of their study, which includes their courage for reading, self-belief on their reading and writing skills, the amount, wide and depth of reading, and their satisfaction about their grade is at medium low level.
- RQ2. The average mean score for students' problem for writing is 3.66 which is considered 'Moderate'. The highest score is limited vocabulary (3.96) and the lowest is an idea to write (3.35).
- RQ3. The average mean score for students' awareness for reading is 5.55 which is considered 'High'. The highest score is understanding the topics (5.79) and the lowest is elaborating ideas (5.30).
- RQ4. The correlation of Pearson's product "student perception on their ability for writing" to "their ability to identify problem writing" was very low, negative, and statistically significant (r = -.241, p<.001). This suggests that an increase in student self-belief about their capability for writing will slightly decrease their ability to identify their problem for writing.

Variable	Writing strategy			
	Prewriting	Early writing	Progress writing	Finisihing writing
Student awareness the benefits of reading	0.087*	0.145**	0.246**	0.017

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Table 1 show the Pearson's correlation value between the variables

OBJECTIVES

The objectives of this study are to determine the level of writing skills among university students, and to determine the relationship between their awareness on the importance of reading for their writing. The study sought answers to the following questions:

- RQ1. How do students' perception about their reading and writing skills?
- RQ2. How do students' awareness about the benefits of reading?
- RQ3. How do students' awareness about the benefits of reading?
- RQ4. Is there any relationship between the reading and writing skills, awareness of reading and problems for writing on students' application of writing strategy?

CONCLUSION

Understanding the relationship between student awareness about their ability for writing and the benefits of reading towards writing skills improvement is the first step toward being able to influence the quality of teaching and learning activities within the university. The current findings further highlight the crucial roles of university academic staff (lecturers) knowledge, skills, and attitudes in bolstering the implementation of writing strategies for their students.

ACKNOWLEDGEMENT

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