

Improving a College Writing Instruction: Developing L2 Learners' Awareness and Strategies to Attain Near-native Stylistic Skill

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Abstract: This paper is a report of a one-cycle classroom action research conducted to non-degree students at the three-year program of English for business at Universitas Negeri Malang. Initially they were reluctant students to improve their own writing skill. The purpose of this study was to optimize the Writing III Course and part of the effort to develop a possible model of lexically-based instruction for college writing. Students' consciousness raising was continuously done before this model could really optimize their learning.

Keywords: stylistic skill, writing instruction.

English Department graduates in colleges all over Indonesia are aware that their English is still not native-like. In this light, English Departments still need to maximize their instruction and to equip the students with autonomous lifelong learning strategies. The students themselves have to accept the fact that to be near native they have to keep improving their vocabulary and stylistic skill either with or without instruction. Only in this way, they can continuously proceed from the zero to the absolute proficiency point. English Department students are those who have decided to be professionals in the language. They obviously need to know and to use more vocabulary in various collocations and styles. They need to autonomously continue learning vocab-

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ulary in any preferred ways, especially the non-stop and self-generated learning to approximate themselves to native speakers' skill.

Vocabulary skill has been and is still neglected in English language teaching in Indonesia, but it is imperative for those who strive to be near-native, and to speak and write with styles. That vocabulary is neglected has been prevalent. Ellis (1986) points out that SLA research has been mostly focused on grammatical subsystems, and we know almost nothing about the acquisition of lexis (Ellis, 1986), let alone styles. In fact, mature native writer performance is characterized by a large vocabulary which leads to the use of an appropriate proportion of stylistic phraseology (Cowie & Howarth, 1996). Martin (1984) even emphasizes that the teaching of the stylistic values of vocabulary should be an integral part of vocabulary teaching. There have been several vocabulary size studies (Kweldju et al., 2000; Abdullah, 1999; Hamdi, 1999; Nuswantara, 1999, Kweldju, 1997; Nurweni, 1995), but throughout literature, there were only few studies which investigated students' stylistic skill. Kweldju (2000) discovered second language learners' inadequate knowledge, and Grabe and Biber (cited in Biber 1988) discovered that the linguistic features of essays written by both native and non-native student writers differ in a distinctive register.

Style is taken for granted among native speakers, but it is a problem area for learners, because it is more difficult to learn. Style belongs to the semantic characteristics of a word, which takes a longer time to acquire compared to its formal characteristics. The more advanced a language learner is, however, the more they have to shift their learning to the stylistic value, especially when they have the paramount need to express and to grasp the illocutionary intent of messages they receive. Most of the work that takes place in the L2 mental lexicon for appropriating new vocabulary involves the processing of meaning rather than form. In fact, the primary task in vocabulary acquisition is seen as one involving continuous refining of meaning and readjustment of boundaries between lexical items that have already been acquired and subsequent items that are encountered. Therefore, advanced L2 learners will continue to be susceptible to semantic interference while being less prone to formal confusion. This intrinsic difficulty is also enforced by problems relating to cross-linguistic distributional differences (Singleton, 1999). Non-native learners of Hebrew, for example, tended to use superordinate, or more general terms where natives tended to use hyponyms or more specific terms. For example, Hebrew learners preferred to use *put* instead of the word *impose* (Singleton, 1999). L2 learners also do not feel the connotational differences between

pairs of words such as *skinny* and *slim* or *womanish* and *womanly* (Dagut, 1977).

This study will be focused on students' stylistic skill. Style is concerned with how content is presented, or how to approach a subject with individuality, correctness, clarity, ornamentation, and propriety. Effective style does not merely convey the intended meaning in a businesslike fashion, but aptly, freshly, or vigorously. Without vigor a piece of writing can become impersonal, dull, ungraceful, stilted and unemphatic. In other words, good style is not simply a means of communicating; it is an art to strikingly and effectively call attention to what is being said (Guth, 1969).

Style characterizes one's personality with his idiosyncratic details, the embodiment of the flavor of the individual (Jordan, 1965).

As long as style is concerned students need to learn a large vocabulary and collocation for appropriateness, accuracy and conciseness. Appropriateness deals with situational dialects, like formality or informality and degrees of technicality. Accuracy determines effectiveness to meet the reader's expectations, revealed by the denotative and connotative meanings in word choice, and the use of general and specific vocabulary. The use of inaccurate words or hit-and-miss diction may express the intended meaning almost but not quite. Conciseness brings the speaker/writer's message to his listener/reader without wordiness but maintains consistent paragraph emphasis. Wordiness can stem from inadequate vocabulary or word resources. A native speaker or writer knows when he should use words directly or indirectly for efficiency or tactical reasons, politeness, respect or elegance. In a second language, however, style is elusive (Martin, 1984). Students' usage frequently contains a mishmash of styles. A learner may use a hyperformal expression in an informal speech situation, a too colloquial or too literary item, a taboo or a too technical item for the communication context.

Kweldju's (2000) study on style was only confined to students' ability to identify the connotation or the emotional overtone of a word. It was discovered that students had limited vocabulary skill, and, consequently, they had a little awareness of the levels of formality of words. In general, as discovered, students knew the informal words but they did not know the formal counterparts. In 46% of cases students had mistaken formal words for informal ones, and in 62% of cases students had mistaken the informal words for the formal ones. When students were required to identify which connotations the 20 words given belonged to, only 32% of students could identify the connotative value of the words: neutrality, approval, and disapproval. Based on

that finding, it was evident that even advanced or nearly advanced students still needed contrived learning for improving their diction.

Contrived learning is similar to Children's gestalt approach to language learning. There are two approaches employed by children in language learning when they acquire their first language. The first is the gestalt approach in which children attempt to use whole prefabricated utterances in socially appropriate contexts, and the analytic one-word-at-a-time approach, in which children construct sentences from scratch. The gestalt approach is the most appropriate one to use in this study, as it is concerned with the collocational style, which belonged to the preconstructed and semi-preconstructed phrases in language. This mechanism of acquisition involves the pattern memorization or pattern imitation (Partington, 1998).

This study also leads to the development of a teaching model to improve college students' stylistic skill in their writing course. This model will help develop students' productive vocabulary in general and diction in particular to improve their writing skill. Studious activities, such as researching, recording and memorizing new lexis and stylistic forms dominate the activities.

Stylistic skill is more appropriate to learn by advanced learners, whose knowledge of English structural patterns surpasses their knowledge of vocabulary skill. So far SLA researchers have been more interested in investigating the beginners' language development rather than the advanced learners' effort to approximate themselves to native proficiency. In this model, style is not taught as a separate subject, but it is incorporated to the writing course, because, firstly, in the curriculum neither vocabulary nor style is offered as a separate course; secondly, stylistic skill has to contribute to the work of writers. English Department students are those who have decided to be professionals of English. Therefore, they need to autonomously continue learning vocabulary in any preferred ways, especially the non-stop and self-generated learning to approximate themselves to native speakers' proficiency.

Autonomous learning is learning independently. An autonomous learner has an independent capacity to take charge of his learning, that is to make and carry out the choices which govern his or her action. He is also a producer of knowledge rather than just a consumer. The more knowledge and skills the students possess, the more confident they are likely to feel when asked to perform independently. In fact, success depends on ability and willingness (Littlewood, 1996). Although self-study or teach-yourself phenomenon has long been neglected in SLA research (Jones, 1995), Dickinson (1987) implies that fully autonomous self-study is the ideal learning mode for SLA.

The objective of the research was that the researcher, who was also the classroom teacher, together with the researched or the students improved a writing instruction, and generated knowledge by discovering a model of writing instruction which could improve students' stylistic skill.

How can a college writing instruction be improved to help students develop their awareness to write with near-native stylistic skill?

METHODS

This study was a one-cycle action research, which took place in one writing class of 7 students (Um, Ma, Ek, U, Ra, Ai, Na) in the Business English three-year non-degree undergraduate program of the English Department of State University of Malang. It was an action research to develop the individualized model of stylistic learning for improving the students' writing skill. The revised version of Lewin's model of action research (Elliott, 1991) was employed to explore how the general plan worked and how it should be revised and revised again. To build the model, adjustment and changes were made when necessary without changing the basic concept or world views (Martin, 1999).

The general plan of the model was developed based on the idea that lexical style should be deliberately learned. Writing was a social act and it was also a model-driven activity. Students could learn the stylistic items individually and the teacher should also monitor the learning.

In this course students were helped to write their own essay with unity. It was planned that students wrote seven essays, but because of time only 5 types of expository writing were produced: comparison and contrast, cause and effect, analysis, classification, and illustration (E1, E2, E3, E4 and E5). The chief objective of this writing course was the same with any writing course in college; that is to help students express themselves as clearly and as effectively as possible.

With this action research, the current Writing III course was presented differently from the previous ones because diction to improve students' stylistic skill was deliberately taught. Writing was believed to be a social act. In learning exactly how to relate to the audience, knowledge of patterns or organization only was insufficient. Students should also write in good style.

Writing is a model driven activity. Autonomously students learned style from model texts. To improve themselves, students are required to analyze those prose models as closely as possible for vocabulary and stylistic patterns.

Model texts were the references related to students' topic to write, such as textbooks, magazines or newspapers. These references were used to obtain new ideas and maximize the collection of stylistic items. In this way students studied using the self-discovery method of language learning. This self-discovery method was started by, first of all, slowing the reading down for examining the employed style in the text. Style has its elements which are observable in different kinds of texts. Learners can focus themselves on diction; such as the informal and formal words, general and concrete words, and analogy, as guided by the worksheets.

In every meeting students should show to the lecturer the stylistic items they collected in the distributed sheets. The teacher also individually checked whether they had tried to memorize the items they collected and used them in their writing assignment. The items collected were grouped and listed according to a particular category.

Students were also given the opportunity to evaluate their effort of learning using the TWE rating scale. At the end of every lesson students self-evaluated their own seriousness by completing the Reflection Sheet. Their papers are also read by their classmates for enjoyment, appreciation, improvement and revision.

RESULTS

Meeting 1

It was discovered that there were only 7 students enrolled in this course. They retook the course that they did not pass in the previous semester. These non-degree students had generally a lower English language competence compared to those in the degree programs. This first meeting was only devoted to some introduction about what writing was and the general purpose of the writing course. The classroom procedure as formulated in the general plan was explained to the students and the instructor made sure that the students understood the procedure they should follow. Next, students were requested to self-evaluate their current writing skill. Then, they began to write the essays with any topic they were interested in such as happiness, my future, or true love. It was observed that when other students already began to think and write their outlines and essays, Um seemed not to do anything.

The result showed that students thought that they only had a problem in organizing their ideas. It seemed that they only put more weight on the rhetorical and logical problems in prose composition. They did not think that suffi-

cient vocabulary and good diction were equally important for expressing themselves and for a good piece of writing.

- a. *My writing is not too bad, if I have enough time to think, I'll write better.*
- b. *I have a problem to write in a good order.*
- c. *I have a problem to start writing, because I do not know how to organize my ideas.*
- d. *I find difficulties to organize my sentences: which one to come first and which one to come next.*
- e. *I find a little trouble in writing. My idea flows just like that.*
- f. *I find myself very hard to start. When I began to start, I did not know where to go.*
- g. *I do not know how to write in a chronological order.*

The information obtained from the students' self-evaluation showed the reason why students seemed not to have any problem with diction. One reason was that they had few ideas to write, instead of little skill to organize their ideas, as they reported. To express the limited ideas they could rely on their limited vocabulary, or their lexical Teddy Bear, and their limited working knowledge of English structure. The length of the essays written by the subjects ranged from 35 to 102 words, and the average length was only 53 words. Four of them are quoted as follows:

Happiness (by Mar). *Happiness is a condition that everyone most want. It can happen when we make something through or get something that have made us satisfied, but not all can feel the happiness, because not all of them have something that have made them happy. . . .*

Happiness (by Ek). *Many people think that they get more sadness than happiness, but actually they are wrong. If we are looking back at what we have done, we will realize that we have a lot of happiness.*

True Love (Na). *True love is a beautiful word that everyone want to have it. People looking for their true love in the friendship and marriage, but there is the true love actually. Marriage can be broken because of divorce or death.*

Windy Days in Malang (U). *This week we have got windy days. This phenomenon was strange to me because I had never seen such a windy day. In my city, Malang, there were many trees were cut down and many billboard were destroyed*

Meeting 2

To raise the students' awareness that they still had limited vocabulary to approximate themselves with native speakers', students were required to read a model essay. The instructor made it sure that they understood the message of the essay. Next, students were required to rewrite the essay. Then, they had to compare their own essays with the original one, and made self-assessment of their own essays. Being aware of their own proficiency, they reported:

- a. *My writing style is still far from perfect when compared to a native speaker's. I have very little vocabulary.*
- b. *My writing style is still quite Indonesian, although writing is my hobby.*
- c. *I always have a problem to choose the right words for my essays, and I need a very long time to write.*
- d. *Although I have a little trouble to find ideas in writing, but I always have the trouble to express myself in writing.*
- e. *My writing is always out of tone.*
- f. *I always have a trouble to write my ideas accurately.*

Based on their personal reflection, the instructor began to ask them to improve their stylistic skill. Students wrote their outline, chose a topic to write, and began to write their first draft. The instructor collected their work. The students were assigned to do their library research and wrote their draft at home as an exercise. While they were doing their library research, they were supposed to collect interesting phrases they wanted to learn. They memorized those phrases, used them in their essays, and the following week the instructor quizzed them individually.

The foci of the phrases they collected and remembered every week varied as follows:

- Week 1: metaphors, idioms, analogy, and any important terminology or phrases (15 items).
- Week 2: Formal and informal words (15 pairs)
- Week 3: Metaphors, idioms, analogy, and any important terminology or phrases (15 items).
- Week 4: Formal and informal words (15 pairs)
- Week 5: Collocations (18)
- Week 6: General and specific words (15 pairs)
- Week 7: Collocations (18 pairs)
- Week 8: General and specific words (15 pairs)
- Week 9: Analogies (10 items)

- Week 10: Metaphors, idioms, analogy, and any important terminology or phrases (15 items).
- Week 11: Collocations(15 items)
- Week 12: Bare and analogical language (15 words)
- Week 13: Collocations (15 items)
- Week 14: Approving, disapproving and neutral words (15 pairs)
- Week 15: Ladder of specification (6 ladders)
- Week 16: Important phrases (15 items)
- Week 17: Bare and analogical language (15 words)
- Week 18: Important phrases (15 items)
- Week 19: Collocation (15 items)
- Week 20: Magnifying and diminuting words (15 items).

Meeting 3

One student (U) was absent. The rest reported that they already read relevant books for their essays, and mentioned the titles of the books they read. However, it was discovered that they still thought that memorizing phrases was burdensome. Only 2 students collected and memorized phrases as assigned. Two students collected the phrases without memorizing them. Two others only collected a half of the expected total number of items.

In the classroom, the students were given the task to revise their essays without using any notes. Four students were serious to work on their essays, but Ma did not write anything; she stayed quiet, and so did Um. The instructor began to realize that she really had unmotivated students to teach.

Meeting 4

All students were present and reported that they had already read books, but 3 students did not do their stylistic exercise. Two of them were those who already did their first assignment, and the other one was U, who was absent in the previous week. U said that he was absent because he was late and decided not to attend the class, although he had known that the instructor would have let him in, except when it was habitual lateness.

The teacher returned the students' work after marking, circling the errors and giving corrective feedback. She found that it was very difficult to mark the students' work, because there were too many errors, and she even had to rewrite them. Students might also have the problem to understand the instructor's corrections. She was worried that the marks would discourage the

students. After returning the students' work, during the quizzing and rewriting, the instructor observed the students' facial expressions and behavior for fear that they were discouraged with the correction. She found that Na always wore a blank and indifferent expression, so did Um and Ma. Ek, Ra and In were always polite and serious. U, however, as usual, always came to class without preparation, and without doing any assignment.

She decided to ask the students to stop working, and explained to them the importance of being serious in their work, and not to be discouraged with the instructor's mark on their papers. To win their students trust, she told them that the marks were not a sign of fault finding, but for their own improvement. She noticed that the students lacked resistance and might be much influenced by their traditional scoring system that a lot of marks on papers reflected a failure. The instructor convinced them that to produce a good writing one needed a long process of revision. Even a good writer needs an editor to read their work for final perfection.

Meeting 5

Unlike the previous meetings, all students without exception did their assignment. After revising their work students were required to score their own essays. Four students score their essays 3; 2 students scored their essays 4, and one student scored her essay 6, although the final result of her essay was not better than the others'.

When students were supposed to verbalize their opinion about their progress, they thought that reading books made them improve their writing skill and their vocabulary. They also knew more about writers and their ideas. They thought that this writing course helped them improve their writing skill and enlarge their vocabulary. Before taking this course, they always used the same words they knew in their writing. They also found that memorizing expressions in English was not soft, but gradually they began to get used to it. By repetitively revising their work they could maximize their effort. They also spent more time for their writing course and began to be interested in writing. Only one student (U) said that he had not been serious enough, but he promised to be more serious.

That students were satisfied that they had more ideas to write was demonstrated by the length of their essays after 5 meetings. In general, everyone made a great progress. But students with greater seriousness were more successful than the others.

Table 1 Students' Progress from the First to the Last Draft of E1

Students	Running Words in the First Draft	Running Words in the Last Draft	Attitude
Ra	64	462	quiet, polite
Ma	102	350	indifferent
Ek	35	820	quiet, polite, serious
Um	42	230	indifferent
Ai	42	450	serious
Na	51	324	indifferent
U	34	254	low motivated
Means	53	413	

This following is quoted from Ra's final draft, where she wrote with correct collocations, grammar, even she already used figures of speech:

It was almost very difficult to let her son go, but some day she had to let him go, so he could spread his wings and flew away to search and to know everything about his world. Something in the mother's heart said that everything would be fine, as long as she could trust her son to know his own world. Proudly she would let him go and watched him to be a man to change the world into a better place ...

Meeting 6

In Meeting 6 students began to write Essay 2 with unity as the element of rhetoric to learn. Students began to get used to doing their stylistic assignment, and all of them could memorize the stylistic items they listed, except U, who was still very reluctant to be serious, although in his reflection sheet he already promised to be more serious. Students also became to be more serious in reading books for improving their essays. They had more ideas to learn as shown by the number of running words in their first and last draft of E2.

Ra, for example, in the first reflection reported that she had not been serious enough, but she had tried to be as serious as she could in E2. Even Ma, who seemed to be indifferent, said that she had always been serious. Ma in E1 could write her first draft in 102 words, but in E2 she did not write anything, except the outline. She might be unconfident to write before reading books, as she had little English and little ideas as demonstrated in her E1. To write E2 students were given 3 meetings to revise their writing. Ma, however, did not show any more revision, or development in her third and final draft. U also did the same thing. Other students, however, showed significant progress

in every revision, either in terms of ideas, language and organization. Ek, for example, wrote dramatically better and she was happy that she could express herself smoothly because of the improvement of her vocabulary and the expansion of her ideas. Um, who used to be indifferent said that after attending this course, she began to feel that she was a real college student. She also liked to read the lecturer's feedback. U said that he wanted to read about Gus Dur but he did not get any articles about him in English. The instructor told him that she was ready to help him find some. The following week she brought him 4 articles about Gus Dur and told him that it was not difficult to find some articles about him. They could read them in *Jakarta Post* or *Indonesian Daily News*, available in the staff common room.

Table 2 The Length of Students' E1 Compared to E2

Students	Length of the First Draft of E1	Length of the Last Draft of E2	Attitude
Ra	114	500	quiet, polite
Ma	0	372	indifferent
Ek	73	884	quiet, polite, serious
Um	50	528	indifferent
Ai	0	560	serious
Na	72	370	indifferent
U	30	338	low motivated

This following is all U wrote in his first draft:

Every day people can see the face of our president on TV and newspaper since he has been elected, but not many of us who watch carefully our president habits.

Then, this following is part of his final essay:

Gus Dur has an interesting personality. He is a genius, even though many people doubt it. He solves many complicated and bamboozling problems. He reunified Nahdhatul Ulama when it almost fell into pieces during the campaigning period in 1999. . . .

Meetings 7 through 10 were used to write their third essays. Students were more motivated. They always memorized the new expressions they collected. At the tenth meeting, after finishing their final draft students were given questionnaires to complete. Five students reported that they were most satisfied with E3, and the rest two were satisfied with E2. But none was satisfied with the first one. The third essays were more satisfying, because they had got

more practice with the instructional procedure and they could enjoy writing better. The second essays satisfied the two students because of the topic. One student said that she wrote about drug abuse and she could use her friend as an example, and the other said that he could write his personal opinion about Gus Dur.

After the tenth meeting students obviously knew already the writing strategy they should use. Na's report could represent the others':

At first I think about the topic to write. I wrote the outline, and found some books related to my topic. I read the books, listed important and interesting words, phrases and sentences. Then, I began writing my own essay.

All students reported that they already maximized themselves but they still realized that their proficiency was still quite elementary compared to a native speaker's, but was much better than it used to be. Um, for example, wrote that sometimes she could not believe that she could write her essay that well. They said that their strength in writing were not on their vocabulary or their ideas, but their seriousness to learn more. They developed the expectation to write like a native speaker.

All students said that initially they were depressed, because they should read books and memorize new words and collocations. But they now liked the course very much. It kept them busy and active to independently explore and learn how to write. They liked the way the teacher helped them learn new vocabulary and read books. They even began to love writing, and learning in the library. Ma said that in this present writing course she could even develop her imagination, as writing, as she perceived, required a lot of imagination. Ai said that she learned a lot from this course. Ek said that she had made a lot of progress, and Um said that the course was the nicest course she had ever had.

Table 3 Students' Imprecise and Revised Collocation

Imprecise Collocation	Revised Collocation
The deadline is already decided.	The deadline is already set.
Spending time with the children, although it is just a little	. . . how short it is
to give attention to	to pay attention to
money will lose fast	money will run out

After passing the course for a half semester, students still produced inappropriate style, when they produced their own language through the crea-

tive construction process, instead of the fully memorized sentences, The instructor should still help them improve their style.

Table 4 Students' Generated and Revised Style

No.	Original Phrases	Revised Phrases
01	She can help her husband for getting money to make her family wealthy.	She can help her husband earn money to make the family better off.
02	Indonesia was one of famous Asian tigers	. . . respectable Asian tigers
03	They think about their friends or their sweethearts.	They think about their friends and their dear ones.
04	Village is a word that comes to my mind	Village is a word that hits my mind
05	to cut my heart to pieces	to slice my heart to pieces
06	when the nature got angry	when the nature raged
07	he was accepted for a good job	he was accepted for a good pose

Table 5 More Specific Diction for Clarity, or Metaphorical Style

Original Style	Revised Style
They become my precious things in my life	They become my precious jewels in my life
I find skyscraper buildings stand in line	I find a row of skyscrapers paint the skyline
He gave his money to his son.	He bequeathed his money to his son

According to the students this course did not only develop their writing and stylistic skill, but also other skills as follows:

Table 6 Skill/Attitude Improved by the Model

Nos.	Skill to Improve	%
01	vocabulary	270
02	grammar	250
03	style	270
04	love for writing	300
05	general knowledge	300
06	reading skill	270
07	love for books	225
08	general writing skill	225
09	thinking and logic	300
10	writing organization	270
11	learning skill	250

Meetings 11 through 15 were used to write the fourth essays. There were no more problems with learning vocabulary. This time they read more books and they even began to write longer essays. To compare the final draft of their first and last essay, there was an increase of 45% in the number of words used. This shows that the model help students expand their ideas.

Table 7 The Length of Students Last Essay

No.	Names	Number of Running Words
01	Ra	608
02	Ma	468
03	Ek	920
04	Um	675
05	Ai	595
06	Na	455
07	U	465
	Mean	598

This model also improved the students' style as they could memorize sentences form the references or model texts they read:

In my opinion art is a way of visualizing experience through imagination.
(Na)⁷

Teenagers are busily engaged in seeking the solutions of their problems (Ai).

It is difficult to be a mother who has a great desire to do anything , but she has limited power for doing everything (Ma).

The gross national product has slipped from 10 percent into minus 15 percent (U).

Every morning when the sun is about to rise from its sleep, Colly will sing again for me (Ra).

The landscape looks forsaken with hills, skies and forests forming a single gray mold (Ek).

The young boy slowly grew to a man and his father naturally got older and finally died (Um).

Because of the unbounded scope of topics that they should express in their writing, during the semester students never stopped writing the self-generated awkward sentences which needed the teacher's correction. One semester was obviously insufficient to improve students' style.

- (a) *Basically we live in the world is full of view which is beautiful and one of the beautiful view is art.*
- (b) *Based on their age, teenagers are divided into two groups. First group is teenagers who are 11-13 years old; second group is teenagers who are 16-19 years old. (Ai)*
- (c) *For spending time with the children, although it is just little it has a lot of means for them, because they will not feel be abandoned. (Ma)*
- (d) *The saying above is true and undeniable most people know it, especially people in Asia.*
- (e) *To make a close relationship, deals with our heart and feeling. We don't need the same appearance from two difference species and make a wonderful friendship.*
- (f) *What makes nature to be in two positons? (Ek)*
- (g) *Kancil saved from the tiger who had desire to eat him and able to crossed a wide river (Um).*

After finishing E4 students were required to read each other's essays and write their comments. In fact, essays need audience. They were required to explain how they liked the essay, what they would remember, and in what way they agreed or disagreed with the writer. Their comments were related to the content and the development of the essays.

Concerning Na's essay entitled *The Importance of Art to Human Life*, her classmates commented that it was too general, because it lacked illustration, she did not mention any artists. Ai strongly disagreed with her and stated her opinion that we could survive, although we ignored art.

Another example is concerning Ma's essays, entitled *Hard to be a wife*. Students normally agreed that being a wife was not easy, but one disagreed that a woman should have a double role. Another one said that Ma had not provided any solution to the problem.

It was also discovered that students' lack of vocabulary made them find refuge to lexical teddy bears, which are normally common words with wide ranges of meanings. The use of these lexical teddy bears leads to a long-winding, mismatch, distorted message, the use of non-existent words or phrases, highly loaded words and collocational dissonance (Hasselgren, 1994). Using them may violate the principles of conciseness, accuracy and appropriateness. Sometimes limited vocabulary made students use a few words to express themselves. Then, they could not express themselves accurately.

Table 8 Limited Vocabulary Leads to Imprecise Style

Nos.	Original Sentences/Phrases	Revised Sentences/Phrases
01	They only have desire and have not been preparing about all aspects.	They were only lured by passion without being prepared for the consequences.
02	They should be enjoy to study and get much knowledge for their future	They should have enjoyed their study and sought as much knowledge as possible for their future.
03	It has high risk for them if we look from medical problems.	Medically it is risky for them.
04	Teenagers are young and uncertain.	Teenagers are young and unstable.
05	The children must be happy because they don't fel be left by their mother.	The children must be very happy because they don't feel to be ignored by their mother.
06	Rupiah has fallen down.	Rupiah has depreciated.
07	Goods in market has gone up.	Goods in market have gone up in price.
08	Human build walls on the river.	People build dykes.
09	If we have money we have to keep it savely under the earth.	If we have money we have to bury it safely in the ground.
10	She will get disease easily.	She will be infected.

Table 9 Students Still Needed Help to Revise Their Writing Style

No.	Students' Original Sentences	Students' Revised Sentences
01	Recently teenagers doing free sex either with their friends or somebody else, it's no problem for them.	Teenagers have recently more engaged in premarital sex, and they indiscriminately choose their partners, friends or strangers.
02	The girl will get pregnancy because they do many times, and if we look at their conditions most of them especially boys doesn't have responsibility to their partners.	Free sex will lead to teen pregnancy and most of the time the boy will leave the girl alone in disgrace.
03	We actually can see that contraceptive is not the most thing; why, because many people said if it will come, many cause like cancer or our body will sick as long as we use it.	Prolonged use of contraceptives can cause many serious illnesses like cancer.
04	She always blame herself that the Jun's death was her fault, why she had to be survive if it caused someone that she love dead?/	She always blamed herself for Jun's death. "Why should I survive at the expense of your death?"
05	Much of our water have consisted poi-	Much of our water contains harmful chemi-

No.	Students' Original Sentences	Students' Revised Sentences
	son and chemical and if man drunk it, they could get serious illness.	cals which may be unfit to drink.
06	Finally, we get success on our lives by doing those ways of achievement.	In short, success can only be attained through hardworkingness, confidence and decision making skill.
07	The good man, he does many acts for the sake of his friends and his country.	A wise man will heroically do everything for his friends and his country.
08	The second step is medication or using pharmaceutical are the next defence if it is possible to avoid allergens, of course, they have to consult with their doctors.	If allergens cannot be avoided, medication can be used with a physician's prescription.
09	People opinion above is real and common fact that the earth is dying.	They are right that the earth is dying.
10	Several times her parents caught her trying to kill herself.	For a number of times her parents caught her at an attempt to kill herself.
11	They will try to do everything while they never do before.	They are tempted to do something new.
12	In the end, industry keeps go on.	No wonder industry must go on.
13	It consist of danger residues in it.	It contains poisonous residues.
14	This condition have made kinds of birds didn't exist anymore.	A number of species extinct.
15	The birds fly away or if they kept there, they woudn't able to survive.	The birds fly away or will die there poisoned.
16	The smoke make them difficult to breath.	The smoke suffocates them.
17	Because of industry, too, many civilization* get work and their life depend on the factory.	Industry provides job opportunities for a great number of people.

Meetings 16 through 20 were used to write E5. It became more obvious that one semester was not enough to improve style. Students still produced long winding sentences. Sometimes students also used general words when more specific words were more appropriate, for writing a concluding sentence (No. 6); or a more formal diction was more appropriate to reveal a degree of seriousness (10).

Thus, at the end of this course it was discovered that the instructional procedure developed in this study could improve students' writing style, and be appreciated by the students.

DISCUSSION

At the beginning of the course, especially, before improving the students' vocabulary and writing skill, the researcher had to raise the students' awareness of the gap between their current and the native-like proficiency and the need of vocabulary learning to reduce the gap. They were also made aware that the ultimate goal of the course was not only to have high scores but to have a learning strategy to become native-like writer.

Initially the students were unaware that the ultimate goal of second language learning was to reach native-like proficiency. The way they learned was only to pass a course, to pass a program, to have a diploma to apply for a job. These students only thought that learning how to write was only learning rhetoric topics. This is similar to a cook who makes a fuss with a recipe, without preparing the ingredients for the cooking. They were not aware that, based on the native-like standard, they had insufficient vocabulary and poor diction. This is like Kirpatrick's report (Nation, 1990) that a four-year-old native-speaking child could be sufficient with 700 words. Only when communication becomes more complex and sophisticated the knowledge of vocabulary needs to be refined and expanded to several thousands. These students were initially did not have any complex ideas to write, even some of them did not have any idea to write at all. They did not automatically have the idea that vocabulary learning was important. Therefore, to bring the need to learn vocabulary to their attention and the need to have some ideas to write, the instructor should give them a special treatment for raising their awareness.

Continuous consciousness raising was made for the students to deliberately learn vocabulary. After being aware that they had limited vocabulary, the students did not automatically want to memorize unfamiliar vocabulary. It was much easier to make them read books to get new ideas for their essays than to memorize important phrases from the text they read for their own writing. Obviously memorizing words needs patience for repetitive activities. Although library research was more accepted by students than the deliberate learning of vocabulary, they were also discouraged to read because of their limited vocabulary. Therefore, students contrived vocabulary learning could not be avoided. Basically students were used to guessing strategies, and were not aware that memorization as consciousness raising was important for tying together attention, enhancing short-term memory and control processing. In

fact, consciousness is awareness to notice and implies active intention to practice (Schmidt, 1990).

Without trying to learn more vocabulary being too self-confident, students' essays reflected that they always clutched to their lexical teddy bears. Lexical teddy bears were common words with a wide range of meanings, learned in the early stages as being systematically overgeneralized by advanced learners (Hasselgren, 1994). Therefore, to make correction useful indirect correction was only made for locar errors due to carelessness, while stylistic errors were corrected with reformulation.

That students were more score-oriented than proficiency-oriented was also obvious because they were discouraged when the instructor corrected their work for feedback and revision. Only after the instructor's explanation that the correction was only for the betterment of their final draft for a publishable essay and for their retrospective learning, students appreciated correction. In fact, there is plenty of evidence to show that ESL students want correction and believe that it is very helpful (Hendrickson, 1978; Young, 1990; Leki, 1991). Moreover, unlike L1 writers, L2 writers want their teachers' feedback and it can really improve their accuracy (Leki, 1990, 1991; Sheppard, 1992).

In general this model helped students. It changed the students from less serious to become very serious students. But more serious students gained more in this model. As they had never been taught with this model before, they needed some time for adjustment. The longer they were taught with this model, the more they liked the course, because they were more satisfied with the result of their learning. Using this model was to change their learning habit and learning strategy. Only at the last 4 meetings all students begin to be really settled with this course.

CONCLUSION AND SUGGESTION

The instructional model developed in this study could successfully improve students' writing style and enrich their ideas to write in their essays. It is a model-driven instructional model, in which students could autonomously collect and learn the stylistic items they would learn. The stylistic items were obtained from the references they read for expanding their knowledge on the topic to write. The teacher would individually quiz the students to check whether or not they already learned the stylistic items they already collected

at home. Students were encouraged to write a draft at home, but they should rewrite their topic in the classroom without using any note. Students had four classroom meetings to start and revise one essay. The instructor helped students rewrite their essay after they wrote the third revision. Then, they had the final opportunity to revise their writing based on the instructor's revision. With this instructional model, students could also write longer essays, ten times longer than their first draft. This model did not only improve their stylistic skill, but many other relevant skills and attitude for essay writing.

One semester seemed to be insufficient to improve the students' stylistic skill, but one semester was sufficient to equip the students with a strategy to improve their stylish writing skill. Basic errors were still made by students even at the end of the course when they were supposed to generate their own language. Their limited vocabulary made them use lexical teddy bears which hindered them from vigorously and accurately express themselves. However, by memorizing phrases and patterns from the references or model texts, students could drastically improve their style.

It is difficult however to separate appropriateness, accuracy and conciseness in students' essays. Because by improving students' accuracy in a sentence, automatically it can also improve its conciseness and appropriateness.

It required patience to motivate students to memorize stylistic items, because students inclined to read books for ideas, but not to deliberately memorize expressions for the excellence of their essays. Therefore, in general this course could help every student to improve themselves, but motivated students could surely benefit more than the less motivated students.

Students could be easily discouraged with the instructor's circling and marking on their papers. However, as long as students understood that it was for their own good, they could even enjoy reading the teacher's feedback. This model can also improve other relevant skills and attitude to writing, such as the love of books, their general knowledge, their logic and also other aspects of language skills.

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