
TEACHING WRITING STRATEGIES AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract

Mastering writing is very important for college students because writing has many functions such as if the students want to get a scholarship overseas and if the college students favor to work in global company, and for other writing activities. Writing is still considered difficult for some students. The aim of this research is to find out the lecturers' strategies in teaching writing at the English Language Education Study Program of Lambung Mangkurat University.

The research used a descriptive quantitative design. The subject of this research were the lecturers in English Language Education Study Program of Lambung Mangkurat University who are teach writing. The data collected through questionnaire using google form with 14 indicator items and 5 liker scale. The researcher used the percentage procedure for conducting the data analysis procedure. The total number of the subject in this study is 3 lecturers in intermediate writing.

Based on the result of the researcher showed that brainstorming, free writing, use sentence starter and review simple sentence structures are the most used strategies. In additional, the lecturers also using media like picture or video and using real word to develop ideas and improve students' writing skills, but with a small percentage or use it occasionally. The researcher suggested the lecturer should use different strategies that have never been used in the class that may possible to improve the students' writing skill.

Keywords: teaching writing, writing strategies, writing skill

INTRODUCTION

English is one of the foreign languages that's learned by Indonesian people. English is one of the subjects included within the educational programs of basic school until college. In Indonesia, English instructing points at acing four fundamental aptitudes of dialect, which are included listening, speaking, reading and writing. Educating English isn't simple in Indonesia, particularly in writing.

Writing is a conversation language via a written form. As language communication, writing has a purpose in its writings. According to Troyka (1987) in Muth'im (2009: 2) "Writing is understood a way to communicating a message to readers for a purpose". The purpose of a writing here is to deliver the thoughts to readers through a written form that is arranged in sure ways so that it can be understood easily. Thus, written form which carries writer's thinking to be told to readers with a purpose.

In English Language Education Study Program of Lambung Mangkurat University, every now and then there are college students who nevertheless can't write properly. Most of the students suppose that writing is difficult. Sometimes they locate it hard to decide the topic, strengthen primary thought to form the phrases, sentences and paragraph. Students additionally

have to have ample vocabulary and grammar if they want to make suitable writing. Writing additionally takes time and want high concentrating in the making process. Nunan (1993:8) said that writing emerged in societies as a result of social alter which makes modern communicative require. Although difficult, but essential to grasp for the students, due to the fact writing has many functions such as if the students want to get a scholarship overseas and if the college students favor to work in global company, they have to be type in application letter in English.

Teaching college students to master in writing wishes a lot of things which include the lecturers' learning strategies in the class. Strategy is an overall method bearing on to the execution of the idea, planning, and execution of an activity within a certain period of time. Within the world of instruction, strategy can be characterized as a plan, strategy, or series of activities designed to obtain a particular schooling goal. Murcia and Olshtain (2000: 17) stated that teacher in the new learning setting are expected to become reflective researchers who evaluate and rethink their approaches, attitudes, and methods of presenting new subject matter to students at every stage in the teaching/learning process. Teaching strategies are conceptual frame works that describe systematic procedures in organizing learning experiences to achieve learning goals and the instructors in planning and carrying out learning activities (Winataputra, 2001). On the other hand, Subana and Sunarti (2009) state that "models of teaching is the design or pattern used to determine the learning process, design learning material, and guide learning in the classroom". It ought to also be said that the studying approach is the design and the way the teacher or lecturer will do the instructing by setting the most steps of educating in agreement with the instructing goals to be accomplished and has been outlined.

From this case, the lecturer needs to apply the right strategy in teaching process until the students can understand what the lecturer guides in teaching writing. The researcher is interested to investigating in teaching writing strategies, because the strategies is important and make students more understand to make writing text and because writing are application of the student look, listen, think, and read. In this study, the researcher focused on the writing class in English Language Education Study Program of Lambung Mangkurat University, the researcher wants to find out what strategies are mostly used by English lecturers.

Research Problem

The research problem is focused as follow:

"What are the teaching writing strategies mostly use by the lecturers at the English Language Study Program of Lambung Mangkurat University?"

Research Objective

The research objective is finding out the teaching writing strategies mostly use by the lecturers at the English Language Education Study Program of Lambung Mangkurat University.

Research Significance

The significance of this research are below:

1. The theoretical significance is the expectation that the result of this study can be useful to provide the description about teaching writing strategy in writing class of English Language Education Study Program of Lambung Mangkurat University. The analyst also

hoped that this investigate can be valuable for other analysts who favor to learn about the identical case, hopefully this study urns into a useful supply of information and references.

2. The practical significance of the study is the result will give contribution in particular for the lecture in writing class. This study can enable the lecturers to design appropriate materials and activities that suitable for them in order to enhance their strategies in teaching writing. So, it can make ease the lecture in the method of educating and getting to know which can invite students' motivation in studying writing.

Research Scope

The subjects of this research are the lecturers of English Language Education Study Program of Lambung Mangkurat University who teach writing. The researcher is focused on the strategies used by the lecturers.

METHODOLOGY

Research Design

This research used descriptive quantitative method. Gay, Mills and Airasian (2012), states that descriptive research is research that involves collecting data in order to test or answer question concerns the current status of the subject study. Quantitative data are reported in terms numerical data, as Fraenkel and Wallen (2012) stated that descriptive in quantitative method which being used is for presenting the numerical form of the data into a descriptive form.

In this research, quantitative descriptive is used because the data obtained by the researcher is based on quantitative data using a survey in the form of a questionnaire that is distributed to lecturers using google form, the questions are made by the researcher related to teaching writing strategies, then the researcher explains the results of the data in descriptive form.

Research Subject

Population

The population of this research were the lecturers at the English Language Education Study Program of Lambung Mangkurat University who are teaching writing in the odd semester of 2020/2021.

Table 2.1 English Language Education Study Program Lecturers

No.	Number of Lecturers	Active	Non-active
1	25	25	0

Sample

The sample taken using purposive sampling. The researcher took three lecturers at the English Language Education Study Program of Lambung Mangkurat University who are teaching writing in the odd semester of 2020/2021.

Table 2.2 Lecturers Taken as Subjects

No.	Lecturers Taken as Subjects	Total
1	3	3

Instrumentation

A questionnaire was used in this study. According to Creswell (2012), questionnaires are forms used in a survey design that participants in a study complete and return to the researcher. Participants mark answers to questions and supply basic, personal, or demographic information about themselves. The questionnaire in this research consisted of 14 items, five liker scales, and the researcher made the questions related to teaching writing strategies.

Data collection

The researcher contacted the subjects for their availability of time to fulfil the questionnaire. After the researcher got confirmation, she distributed the Google Form questionnaire through the link. The questionnaires were fulfilled within a day.

Data Analysis

In analyzing the data to obtain the necessary data for this study, the data gained from the lecturers' questionnaire deal with the writing strategies used in teaching writing.

In quantitative data analysis the researcher used the percentage procedure by conducting the procedures of data analysis as the following:

1. The researcher distributed the questionnaire to the lecturers by using google form.
2. Calculating the percentage of the lecturers in using strategies in teaching writing, by using the following formula:

$$P = \frac{F \times 100\%}{N}$$

P: Percentage

F: Frequency

N: Total respondent who answer the questionnaire

(Sudjana, 2010)

3. Collecting and listing the data into table.
4. Making conclusion about the lecturers' teaching writing strategies based on the data.

RESEARCH FINDINGS AND DISCUSSION

The Description of The Data

This research used quantitative method. The data was taken from questionnaire that had been conducted to the lecturers at the at the English Language Education Study Program of Lambung Mangkurat University who are teach writing. All the numerical data is presented in descriptive form. The respondent in the lecturers' questionnaire is 3 lecturers at the English Language Education Study Program of Lambung Mangkurat University. Questionnaire was done on

October 26th, 2020 by using questionnaire Google Form consisted of 14 items and five liker scales.

Research Findings

Brainstorming to Develop A Large Idea

The table below is based on the subjects' answer on the questionnaire.

Table 3.1 Brainstorming to Develop a Large Idea

No.	Subjects	Response
1	S1	Always
2	S2	Always
3	S3	Always

Based on Table 3.1, the lecturers who are use Brainstorming to develop a large idea is 100% always used.

Mind Mapping/Idea Webbing to Show Relationships Between Ideas

The table below is based on the subjects' answer on the questionnaire.

Table 3.2 Mind Mapping/Idea Webbing to Show Relationships Between Ideas

No.	Subjects	Response
1	S1	Often
2	S2	Always
3	S3	Often

Based on Table 3.2, mind mapping/ idea webbing to show relationship between ideas is 66,7% often used and only 33,3% is always.

Outlining to Organize Written Ideas About of Topic

The table below is based on the subjects' answer on the questionnaire.

Table 3.3 Outlining to Organize Written Ideas About of Topic

No.	Subjects	Response
1	S1	Often
2	S2	Often
3	S3	Always

Based on Table 3.3, outlining to organize written ideas about of topic is also 66,7% often used and 33,3% is always.

Use A Media Like Picture or Video

The table below is based on the subjects' answer on the questionnaire.

Table 3.4 Use A Media Like Picture or Video

No.	Subjects	Response
1	S1	Sometimes

2	S2	Always
3	S3	Always

Based on Table 3.4, 66,7% of the subjects always used a media like picture or video for teaching and 33.3% is sometimes.

Ask Students to do Quick Writing

The table below is based on the subjects' answer on the questionnaire.

Table 3.5 Ask Students to do Quick Writing

No.	Subjects	Response
1	S1	Sometimes
2	S2	Often
3	S3	Often

Based on Table 3.5, Ask students to do quick writing is 66,7% sometimes used and only 33,3% is always

Ask Students to do Free Writing

The table below is based on the subjects' answer on the questionnaire.

Table 3.6 Ask Students to do Free Writing

No.	Subjects	Response
1	S1	Often
2	S2	Often
3	S3	Often

Based on Table 3.6, ask students to do free writing is 100% often used.

Create A Group of Students Writing Activities (E.G Chain Story, Storyboard)

The table below is based on the subjects' answer on the questionnaire.

Table 3.7 Create A Group of Students Writing Activities (E.G Chain Story, Storyboard)

No.	Subjects	Response
1	S1	Sometimes
2	S2	Often
3	S3	Often

Based on Table 3.7, create a group of students writing activities (e.g. chain story, storyboard) is 66,7% the lecturers often used and 33,3% is sometimes

Play Writing Games to Improve Writing Skills

The table below is based on the subjects' answer on the questionnaire.

Table 3.8 Play Writing Games to Improve Writing Skills

No.	Subjects	Response
1	S1	Rarely
2	S2	Often
3	S3	Often

Based on Table 3.8, playing writing games to improve writing skill is 66,7% the lecturers often used and 33,3% is rarely.

Use The Shared Event of Student's Live To Inspire Writing

The table below is based on the subjects' answer on the questionnaire.

Table 3.9 Use The Shared Event of Student's Live To Inspire Writing

No.	Subjects	Response
1	S1	Often
2	S2	Often
3	S3	Always

Based on Table 3.9, use the shared event of student's live to inspire writing is also 66,7% the lecturers often used and only 33,% is always.

Use Real World Examples for Writing Class

The table below is based on the subjects' answer on the questionnaire.

Table 3.10 Use Real World Examples for Writing Class

No.	Subjects	Response
1	S1	Often
2	S2	Always
3	S3	Always

Based on Table 3.10, use real world examples for writing class is 66,7% the lecturers always used and 33,3% is often.

Use Sentence Starters

The table below is based on the subjects' answer on the questionnaire.

Table 3.11 Use Sentence Starters

No.	Subjects	Response
1	S1	Often
2	S2	Often
3	S3	Often

Based on Table 3.11, use sentence starters is 100% the lecturers often used.

Review Simple Sentence Structures

The table below is based on the subjects' answer on the questionnaire.

Table 3.12 Review Simple Sentence Structures

No.	Subjects	Response
1	S1	Often
2	S2	Often
3	S3	Often

Based on Table 3.12, review simple sentence structures is also 100% the lecturers often used.

Combining Drawing and Writing

The table below is based on the subjects' answer on the questionnaire.

Table 3.13 Combining Drawing and Writing

No.	Subjects	Response
1	S1	Never
2	S2	Sometimes
3	S3	Sometimes

Based on Table 3.13, combining drawing and writing is 66,7% the lecturers sometimes used and 33,3% is never.

Establish an Email Dialogue Between Students from Different Class

The table below is based on the subjects' answer on the questionnaire.

Table 3.14 Establish an Email Dialogue Between Students from Different Class

No.	Subjects	Response
1	S1	Never
2	S2	Never
3	S3	Often

Based on Table 3.14, establish an email dialogue between students from different class is only 33,3% the lecturers often used and 66,7% is never used it.

From the result above, there are only 4 strategies that are 100% always or most often used by lecturers to teach writing. Those are:

1. Brainstorming to develop a large idea.
2. Ask students to do free writing.
3. Use sentence starters.
4. Review simple sentence structures.

Discussion

Based on the result of the research from 14 strategies in the questionnaire, the researcher found several strategies used at the English Language Education Study Program of Lambung Mangkurat University. there are only 4 strategies that are most often used: the first is Brainstorming, all of the lecturers 100% are always use this strategy. Brainstorming is a prewriting activity to enlisting the ideas related the topic, the lecturers can encourage the students to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). Brainstorming is a strategy with which most lecturers are familiar to develop a large idea. The second is Free Writing, the lecturers 100% are often use free writing. In free writing, the intermediate-level students should put content and fluency first and no worry about form. The lecturer started by asking students to write freely on any topics without worrying about grammar and spelling. There is only minimal correction of error. The lecturer just simply read the pieces of free writing and perhaps comment on the ideas the writer expressed. The third is a Sentence Starter, the lecturers 100% are often give a sentence starter to the students, because it can be easier for students to make the next sentence or express their ideas more broadly. And the last strategy that is often used by lecturers is simple sentence structures, 100% of the lecturers are often use this strategy. The lecturers review simple sentence structures for the students in order to pay attention in grammar. Grammar is very important for us to write a letter or something more formal.

From 4 strategies most often use by the lecturers, the lecturers also use another strategy, but the percentages is low, such as Mind Mapping, Outlining, Media Picture/Video, Quick Writing, Group Activities, Games, Share Event and Real World Example, only 66,7% the lecturers often used, and there is even 66.7% strategies that never do, that is Establish an email dialogue between students from different class. This is an unfamiliar strategy, but this strategy is very useful to use during a pandemic like this, which is more about using online learning. According to Ani (2020), that in this era of the COVID-19 pandemic, the teachers are using online teaching and learning methods with different strategies. The educator gives modules that include materials and exercises at that point she gives videos to students through the WhatsApp group. It helps students can effortlessly get the materials and not rapidly feel bored

Istiqomah (2019) found several strategies in junior high school level, first is guided writing strategy can make the students understanding the material, the educator guided the students in understanding the material and also had to guide the students when they found difficulties in making sentence in English. In implementing this strategy, the educator gave a brainstorming to the students. In this case, brainstorming is always used by educator to develop students'

ideas. The second finding is imaginary strategy, by using imaginary strategy the students were able to write by their own willingness, such as the students could write about their families, villages, parents and all the things that the students loved to write. In imaginary strategy, the students were able to develop their mind wider than the other strategy. For implement it, the educator asked the students to start making a paragraph by imagining the closest person in their life, such as their parents, their neighbours, etc. In this case, almost the same as at the university level using free writing strategy, where students are asked to write freely what they imagine. The third finding is cooperative learning, the educator made a group and asked the students to playing game, describe a picture, or describe something around them. At the university level, this strategy is not often used because they are more serious about learning to write more formal or more complex writing, compared to junior high school students who only write simple sentences or paragraphs, because they need more motivation for them to write.

CONCLUSION AND SUGGESTION

Conclusion

This research was aimed to find out the teaching writing strategies mostly use by the lecturers at the English Language Education Study Program of Lambung Mangkurat University. In this study, the researcher used questionnaire to collecting the data. The questionnaire contains 14 indicator items related to teaching writing strategy and 5 liker scales, then distributed using google form.

After analyzing the results of the data, based on the findings, the researcher would like to give conclusions, from three lecturers as the respondents who have filled out the questionnaire, the researcher found there are four strategies that are most often used by the lecturers are brainstorming, free writing, sentence starter, and review simple sentence structures. In additional, the lecturer also using media like picture or video and using real word to develop ideas and improve students' writing skills, but with a small percentage or use it occasionally.

Suggestion

The lecturer should view the improvement of students' writing as responsibility. Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty. They also should give students opportunities to talk about their writing. Students need to talk about papers in progress so that they can formulate their thoughts, generate ideas, and focus their topics. The lecturers also should use different strategies that have never been used in the class that may possible to improve the students' writing skill.

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