

Analysis of Teaching Writing Strategies

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ABSTRACT

The effective teaching strategy in writing class must be considered to get the best students' writing. The aims of this research is to investigate the teachers' teaching writing strategies in Writing class at English Language and Education Department of University of Pahlawan Tuanku Tambusai. This qualitative descriptive research used interviews in collecting data. This research uses a descriptive analysis which means that this study analyzes the strategy used by English teacher in teaching writing. The process of research involves emerging questions and procedures, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data with a teacher as the subject of the research. This research used in-depth analytical techniques (in-depth analysis), which is reviewing the problem in case of cases. The result shows that the strategy used by the teacher, namely charts. Charts is a suitable strategy to use in teaching writing, because the strategy is designed as attractive as possible, simple, and effective so that students are interested in the material presented by the teacher. It can be used in teaching writing skill because Charts also provide a summary of the important points of the material in writing.

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1. INTRODUCTION

Writing is an important skill for English learners in learning the language. which need various approaches by teacher in teaching English as a second language (Cheung, 2014). The active skill is one of the language skills at any level of education that has to be mastered. This is more difficult skill than others for the students. Commonly, students get difficulties in arranging ideas. There is the idea but they feel difficult to deliver it become a good text. (Dewi, 2015) Writing process need time and concentration. There are six steps of writing process such as 1) choose a topic, 2) get the idea, 3) organize the idea, and 4) write the paragraph or text until finish. It is suggested to use note in organizing the

draft. 5) Review structure and content of the text, and 6) revise, proofread, and make final corrections. (Zemach & Rumisek, 2005). The writing process needs a development process. A minimum requirement is avoiding ambiguous meaning by expressing written ideas semantically and grammatically (Kristiyani, 2013).

Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work writing (Puteh et al., 2010). Writing is one of productive skill, which contains a symbol (orthographic) and involves a complex process. (Masrul, 2015) Writing is a means of communicating ideas and information. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. It is quite appropriate because writing is defined also a process of creating written text that obtains idea, feelings, thoughts, and desires to other person. Writing involves planning what we are going to write. First, planning it, second, drafting, third, editing what we have written, and the last, product a final version. Many people have thought that this is linear process but a closer examination of how written of all different kinds are involves in writing process (Hossain, 2015).

Strategy is part of the process used by the teacher to carry out teaching activities. It aims to carry out ideas, plans, goals in a period time. In the world of education, strategy can be defined as a plan, method, or a series of activities designed to achieve specific educational goals (Lestari et al., 2020). Teaching strategy needs what is meant by planning. Teaching strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals (Albon et al., 2016). Teaching strategies are general patterns of student activities in realizing learning activities to achieve the goals outlined. Learning strategies are planned efforts to manipulate learning resources so that learning occurs in students.

Teaching strategies are the important part of the teaching and learning process. According to (Ayua, 2017), teaching strategy is the strategy of the education used in the teaching-learning process as a planning method or teachers' activities design to achieve the goal or objectives of the material brought. Strategies can be defined as designing a plan that contains order activities to achieve specific educational objectives. Teaching strategy is the way of teaching which used by the educators in the learning process. Teaching strategies can be interpreted as being chosen, namely those that can provide facilities or assistance to students towards achieving certain learning goals (Munawaroh, 2017).

Some findings show that the teaching strategy is the teacher's action in implementing the teaching plan, meaning that the teacher's efforts to use several teaching variables (objectives, materials, methods and tools and evaluation) in order to influence students to achieve predetermined goal (Munawaroh, 2017). In general, the strategy that is usually used by teachers in teaching writing is to use charts with a scientific approach, because the teaching of writing by teachers is observing, asking, reasoning, trying and communicating. (Hikmawati et al., 2017) The scientific approach is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection. (Cheung, 2014) In teaching writing, the teacher uses the chart because it is where the teacher explains each point of the generic structure in detail to students. With the media chart are: "presenting ideas or a difficult concept made easier on digest by students. " The chart is able to provide summary of the important points of a presentation.

Based on preliminary study in University of Palawan Tuanku Tambusai, especially in English Language and Education Study Program, the researcher found that there are some problems faced by students in learning English. Especially in writing, as for the problems and complaints of teachers in teaching writing to students, namely the limited of vocabulary and grammar of students in writing, students are very difficult to make their own words, therefore the students' writing scores are very low. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase students' writing skill. Based on the teacher's instruction, creating a teaching and learning process that is directed and effective is needed a fun teaching media, It

can awaken students in learning process, and make them more motivated in the process learning writing.

The strategy in teaching writing is very important for the teacher, because the teacher must prepare an attractive and effective strategy so that students can easily understand writing and are motivated in the learning process. The study by (Samosir et al., 2019) found that the teacher's strategies in teaching writing recount text and describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi. (Pratiwi, 2016) on her research found the students have difficulty making text with well because they have a hard time coming up with ideas when writing, their ideas are write not properly structured. (Qamariah, n.d.) states that the important thing in teaching writing to EFL in university is to reduce the learners' block and breakthrough the better teaching writing process. Therefore, the aim of the research is as input for English teachers in carrying out writing teaching so that students are interested and motivated to learn to write English text. Those research found the teaching writing strategies in senior high school. It is important to analyze the teaching writing strategies in university.

2. METHODS

Research Design

This qualitative descriptive research is the research about the analysis of data which is presented in the Indonesian language in the form of interviews. This research uses a descriptive analysis which means that this study analyzes the strategy used by English teacher in teaching writing. According to (Creswell, 2014) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researcher used interview as the instrument, it is reasonable to get deep information with two English teachers as the participants of this research which is identified by total sampling technique.

Technique of Data Collection and Analysis

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. Qualitative research methods are also a research method that further emphasizes on aspects of understanding the problem of seeing problems to research generalization. This method of research prefers using in-depth analytical techniques (in-depth analysis), which is reviewing the problem in case of cases because of the authoritative methodology convinced that the nature of a single problem will differ from the nature of the other problem.

3. FINDINGS AND DISCUSSION

The subject in this research is the English language education departemen of the first semester of Universitas Pahlawan tuanku Tambusai. Based on the result of interview to the subject of the research, the researcher presents the finding of the research. The data only take interview. The following researcher presents the findings of the research that are divided into two findings:

Teacher's Strategies in Teaching Writing

The subject of this research is the English teacher of English Language and Education Study Program of University of Pahlawan Tuanku Tambusai.

Question 1 : Since when did you start teaching writing courses?

Teacher 1 : 2015

Teacher 2 : 2018

Question 2 : What do you do before coming to the class?

Teacher 1 : Designing lesson plan

Teacher 2 : Prepare RPS or lesson plan

Question 3 : What is your strategy in writing class? and why?

Teacher 1: I use scientific approach, because it is helpful to improve the students' intellectual ability, especially to develop their HOTS. It is reasonable because my team teaching and I decided on the teaching preparation. We use 3 variations in the charts strategy; combining the conventional method, combining the question and answer method and combining discovery learning technique.

Teacher 2: My teaching partner and I prepared the lesson plan before coming the class. We decided to use scientific approach with chart strategy. Based on some research, it is an effective teaching strategy in teaching writing skill and help the students to improve their writing skill easily.

Based on the interview, the English teacher 1 has been teaching since 2015 and 2018 for the second teacher, in the teaching and learning process, especially teaching writing, the teacher uses charts because it is easily for students to understand the material presented and the strategy of charts is very simple and directed. In teaching writing, the technique commonly used by teachers is the scientific approach, because to improve intellectual abilities, especially students' higher-order thinking skills and shape students' ability to understand the material. Based on the results of interviews that teachers only use charts is the only strategy used in teaching writing. The reason the teacher uses the charts strategy is very effective, because students easily understand the material presented, students can write and the expected results have achieved maximum results. However, when the teacher explains the stages of teaching related to teaching writing, the teacher has 3 variations in the charts strategy. The first, teachers combine the conventional method. The seconds, teachers combine the question and answer method. The third, teachers combine discovery learning technique.

In teaching writing the teacher uses a chart strategy, where the teachers are explains the important points in material to be achieved. The teacher uses charts with book to explain the material by combining vocabulary and grammar. In vocabulary, the teacher explains to students in writing that they must know a lot of vocabulary to make it easier for students to write. In grammar, the teacher explains to students in writing stage that they must know the events to be written, for example writing recount text, in recount text telling events in the past, therefore using the simple past. The preparation of the teacher in applying the strategy by the teacher giving instructions the goal is to stimulate students to be able to write, then at the next stage the teacher carries out question and answer activities so that students focus on the material presented, the teacher explaining to students about the recount text material the goal is for students to know recount text telling stories in the past, the teacher explaining one by one the functions of the generic structures such as orientation, events, re-orientation and addition of vocabulary and grammar the goal is for students to write text in a structured way, the teacher explains the recount text using the simple present the goal is for students to write connected text from the beginning to the end and according to events in the past, the teacher asks the students to make a recount text individually the goal is to find out that students understand or not with the explanation that the teacher convey.

In the final stage, it turns out that the teacher uses 3 strategies in teaching writing, namely: 1) the teachers combine conventional method, method that is applied by conveying information orally to students. 2) The teachers combine the question and answer method, teaching method that allows direct communication between teacher and students, the teacher ask students to answer or students ask the teacher to answer. 3) The teachers combine discovery learning technique, namely the teacher ask students to make sentences and produce individual writing. However, based on the teachers' understanding, the writing teaching strategy used is only charts. During the pandemic, the face-to-face teaching and learning process was limited to 2 hours, especially teaching writing. Teachers must think of various ways to help students to understand the subjects they are studying because students have to study recount text that has been taught previously. Therefore, the English teachers at University of Pahlawan Tuanku Tambusai use the charts strategy in teaching writing, because the strategy is effective,

simple, directed and structured. The expected results have reached maximum results; students can make sentences and produce good writing.

In teaching writing the problems faced by teachers are the limited vocabulary of students, limited grammar of students, students find it difficult to write and students score is very low. In this case the teacher must think of various ways to help students understand the material, especially in writing, the teacher must have a good strategy to achieve maximum results. In using charts, students easily understand and catch the material explained by the teacher because the material presented is structured to help students can produce good writing grammar and vocabulary of students have begun to develop. In this case the strategy is very important in teaching, especially in writing, because in writing it is very focused on students who are required to be able to write, must master vocabulary and grammar so that students are easy to make sentences.

Procedure Implementing the Strategy in Teaching Writing

Question 1 : Do you use chart strategy for all material?

Teacher 1 : especially for genre; recount, narrative, descriptive text, and so on.

Teacher 2 : Based on the lesson plan, genre, it support to increase the students ability, especially grammar and vocabulary.

Question 2 : How does a teaching writing strategy applied at English Language and Education Study Program, University of Pahlawan Tuanku Tambusai ?

Teacher 1 : We use the steps which are designed in lesson plan based on the theory of scientific approach method. Those steps are discussed with the English teacher team before coming to the class. It also used to improve the students' grammar and vocabulary

Teacher 2 : When designing the steps of the teaching and learning, I discussed it with my team. By using chart strategy, the students become active.

Question 3 : Would you like to mention the steps of chart strategy?

Teacher 1 and 2: The teacher made instructions to students in writing English text, such as recount. Then, the teacher give questions to students are focused on the material presented. Then, the teachers explain to the students about the recount text material. Next, the teachers tell the students to make English text according to a generic structure. Then, teachers explain that in English text using simple past tense. 6) The teacher explains one by one the functions of the orientation, event, and re-orientation and addition combination vocabulary and grammar.

The teachers teach the material by using chart strategy, especially for genre; narrative, descriptive, recount text and etc. The teachers used charts which have been effective, because by using charts students are easily to understand and directed in writing. In this research, the researcher focuses on one question. Based on the results of the interview, the strategies used by the English teacher in teaching writing is a teacher using charts with a scientific approach method. The strategy applied by the teacher in teaching writing especially recount text as follows: 1) The teachers made instructions to students in writing recount text. 2) The teachers give questions to students are focused on the material presented. 3) The teachers explain to the students about the recount text material. 4) The teachers tell students to make recount text according to a generic structure. 5) The teachers explain that in text by using simple past tense. 6) The teacher explains one by one the functions of the orientation, event, and re-orientation and addition combination vocabulary and grammar. Both the teachers discussed the steps before coming to the class when designing the lesson plan.

Discussion

This research shows that the lecturers prepare the lesson plan before coming to class. The lesson plan becomes the scenario of teaching and learning in the class (Sugianto, 2020). This research shows that the strategy applied by the teacher in teaching writing at English Language and Education Study Program, University of Pahlawan Tuanku Tambusai is charts strategy. In using charts, this strategy is effective, directed, and attracts the attention of students so that they are easy to understand and capture in writing (Astria, 2019). Charts strategy uses charts as media in teaching writing skill. (Utama, 2014)

With the media chart are: "presenting ideas or a difficult concept made easier on digest by students". The chart is able to provide summary of the important points of the material. Students can make sentences and produce writing by using charts; therefore the charts strategy has achieved maximum results (Patria et al., 2020).

The lecturers state that using charts is interested and effective because the strategy is very simple and easy for students to understand. The lecturers only explain the important points contained in the material, so the lecturers do not need to explain in many ways. The expected results are easy to achieve, so that students do not feel bored in learning to write English text (Astria, 2019). Therefore, until now, teachers still use charts. Based on the explanation above, it can be concluded that teacher are very interested in using charts because they are very effective, directed and simple. In using charts students easily understand and produce writing. The results expected by the teacher have reached maximum results students are not easily bored.

4. CONCLUSION

The strategy used by the lecturers at English Language and Education Study Program University of Pahlawan Tuanku Tambusai, namely charts. Charts strategy is a suitable strategy to use in teaching writing skill, because the strategy is designed as attractive as possible, simple, and effective so that students are interested in the material presented by the teacher. Charts also provide a summary of the important points of the material in writing. In applying the charts strategy with scientific approach, the lecturers give instruction to students to be ready to carry out the learning process. In this applying the lecturers combines 3 variations in teaching writing to help students understand more clearly the material presented. As for the variation, namely the conventional method, the question and answer method and the discovery learning technique. The lecturers use this method to make it easily to convey information directly to students; the lecturer explained to the students about the recount text material, the teacher telling students to make English text according to a generic structure, the lecturers explained the text and simple past tense, finally the teacher gives assignments to students to make individual sentences. In using charts have achieved maximum results, students easily understand and produce writing.

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