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The Effectiveness of Strategy-Based Instruction (SBI) To Teach Writing

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Abstract

Writing is assumed as a very complicated skill among other skills. Students' low motivation and students' low knowledge of writing as well as inappropriate teacher's teaching and learning strategy contribute to students' low writing score. The appropriate teacher's strategy can motivate the students to practice writing more and more. That is why this research applied strategy-based instruction (SBI) as one of the alternatives in teaching and learning writing. This was a pre-experimental research with one group pretest and posttest design, which was generally to know whether or not strategy-based instruction (SBI) was effective for teaching writing and specifically to find out the students' ability in writing before and after SBI was applied. This research used total sampling. One class consisting of thirty students became the sample. The data were from writing test scores of pretest and posttest. The average score of posttest (74.6) was higher than that of pretest (69.5). Then, paired sample t-test was used to analyze those scores with the result that sig (2-tailed) 0.00 was lower than 0.05. It means that the average score of pretest differs significantly from that of posttest. Thus, it can be said that SBI is effective for teaching writing.

Keywords: *Effectiveness, Strategy-Based Instruction, Writing*

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INTRODUCTION

Writing is another way used by people to communicate with others besides speaking. It is done by expressing ideas, thoughts and messages in the form of written texts. It also tries to deliver what the writer wants to tell, explain and argue to the reader. It communicates what the writer feels to his or her readers. In line with this, many things are done by people in daily life through writing such as making business report, writing diary, writing short stories and others. Then, in the academic activities, the university or college students are often asked to make research report, presentation papers and other paper assignments. In short, it can be said that writing has an important role in daily communication. Dealing with writing skill, Rajih (2016) argues that the messages of the people having a good skill on writing can be communicated better through writing than through speaking directly or on the phone. These people will talk their ideas fluently in their writing. Furthermore, according to Huy (2015), being good at writing gives many benefits to students because of some reasons as follows: (1) writing is a good way to help develop their ability of using vocabulary and grammar or in other words it can be said that it can increase their ability of using language, (2) students' other skills can be supported by the skill of writing and (3) to get close to modern technology of information and the knowledge of human can be done through writing.

Writing is a way of expressing and communicating ideas, thoughts, and feelings in the form of written texts to the readers. It is supported by Nasir, Naqvi, and Bhamani (2013) who state that learning the writing process can make the students easy to express their thoughts, knowledge and feelings efficiently. However, to learn writing is not an easy process. It needs a long process to be successful on it. Moreover, writing English for Indonesian students is one type of a foreign language material. With regard to this, Tahvildar and Zade in Togatorop (2015) mention that there are three approaches of ESL/EFL writing, such as product approach, process approach and genre-based approach. Additionally, Bukhari (2016) explains some steps of writing process in a foreign or a second language: (1) identifying thesis statement, (2) writing thesis sentences, (3) adding supporting details, (4) correcting first draft, (5) editing and revising and (6) writing final draft. Besides, there are still many things to be considered when writing. Dealing with this, Henry in Javed, Juan, and Nazli (2013) mentions that in the process of micro-skills, the writer needs to check and recheck some points below: (1) script, spellings and punctuations, (2) the accurate words, (3) the appropriate subject, verb and object etc, (4) the coherence of text, (5) proper all parts of speech, (6) appropriate vocabulary, (7) suitable style of writing, (8) the clarified central ideas, (9) the standard of language and (10) judge about the prior knowledge.

Writing is one of productive skills. It needs much more practice. Thavavel (2015) states that continuous practice is the best way in improving writing skill. However, most of the students of the third semester of English Department of Education Faculty of Universitas Hasyim Asy'ari (UNHASY) in the academic year of 2017/2018 consider that writing is the most difficult skill among other English skills. They get some difficulties in doing writing. They often make mistakes in their spelling and grammar. They feel difficult to organize their ideas in their writing. It is supported by Huy (2015) who argues that spelling, grammar, punctuation and organization are the students' basic mistakes in writing. Meanwhile, there are many factors that cause students' low writing score such as students' low motivation in learning writing and students' low knowledge of writing as well as inappropriate teacher's teaching and learning strategy. Dirgeyasa (2016) argues that the teaching and learning method implemented by the lecturer influences the result of teaching and learning achievement. Then, Myles in Al-Roomy (2016) states that in learning writing, the students need much effort and practice as well as systematic instruction from the teacher to do so. That was why this research implemented strategy-based instruction (SBI) in teaching and learning writing. Strategy-based instruction (SBI) is a student-centered approach consisting of some strategies of teaching and learning. Dealing with this, Khademi, Mellati, and Etela (2014) define strategy-based instruction (SBI) as an approach that focuses on the learners by employing learning strategies with the goal of improving the autonomy and the proficiency of the learners' in language contexts. The strategy-based instruction (SBI) used in this research was self-regulated strategy development (SRSD). Harris, Graham and Mason in Roohani and Baghbadorani (2012) state that planning, drafting, revising, editing, or some combinations of the processes become the focus of SRSD especially in writing. Zhao (2016) argues that in a broad sense, learning can be said self-regulated

when the learner is free to decide what, when, where and how to learn. In addition, Graham and Harris in Fatemipour and Najafgholikhan (2015) present five steps of SRSD, such as discussing it, modeling it, making it your own, supporting it and having independent performance.

A lot of previous studies having been conducted by former researchers have found the data proving the success of SBI to improve both the quality of teaching and learning in EFL and students' abilities. The researches carried out by Kashef, Pandian and Khameneh (2014), Sarafianou and Gavriilidou (2015) and Shirvan, Ghonsooly and Fatemi (2016) discovered that SBI had significant effect to the success of teaching and learning English as a foreign language. Students' speaking skill got improvement because of the implementation of SBI in the study of Kosar and Bedir (2014). Besides that, Ochoa and Ramirez (2016) state that SBI could enhance learners' reading comprehension skills.

However, the researches of the implementation of SBI in the writing class are still rarely done. That is why this research focused on the effectiveness of SBI to teach writing with the general objective to know whether or not SBI is effective for teaching writing.

METHODS

The research method used in this research was a pre-experimental study whose design was one group pretest posttest. The population was one class of the third semester students of English Language Education Department in a public university in East Java. It consisted of thirty students. The researchers used total sampling because there was one class only for the third semester. Because of it, the number of the sample was the same as that of the population. Before SBI was implemented in the writing class, all the students becoming the sample got pretest of writing. After that, the class was taught writing by using SBI for three meetings. After the implementation of SBI finished, writing posttest was given to the students.

The techniques of collecting data in this research were done through two kinds of tests namely pretest and posttest of writing. The instruments in this research were writing tests to know the scores of writing before and after SBI was applied. Writing test itself was tested its readability before being administered to the students. The data were in the form of writing scores from both pretest and posttest. All the data tests were measured through SPSS version 17.0. The writing scores of pretest, then, were calculated to find the mean score. The scores of writing in the posttest also got the same treatment. After that, the pretest scores were calculated their normality and homogeneity. The same treatment was also done to measure whether the posttest scores were normal and homogenous. When both of the scores were already in normal distribution and had homogeneity, their mean scores were compared. To know the significant difference of the average scores of pretest and posttest, the scores were analyzed by using paired sample t-test. The purpose of doing this analysis was to test the hypotheses of this research. They were as follows:

H1: There is significant effectiveness of using SBI to teach writing.
H1 is rejected if sig. (2-tailed) > 0.05 and accepted if sig. (2-tailed) < 0.05.

RESULTS & DISCUSSION
Results
1. Pretest and Posttest Results

This research was carried out after the midterm test. It was stimulated by the students' score of writing in the midterm which was very low. The other factors also became the consideration of the researchers to conduct this kind of research. Those are:

1. The students often come late to the class of writing
2. They seem to be bored of writing
3. They also seem sleepy when being asked to do writing task
4. They have less motivation to finish their writing
5. Their knowledge that writing is important is also still less
6. They also often complain that this is the most complicated class
7. They grumble that it is not possible for them to write well without the continuous guidance from the lecturer
8. They tend to be instructed to do writing step by step.

Because one of the researchers is a lecturer of this writing class, she always pays attention to her students' attitudes and behaviors in the class. Then, those data were used to be the foundation in carrying out this research which was pre-experimental.

As what the design of the research told, the first step to be done was giving pretest. Pretest of writing test was administered before SBI was implemented in the class. It was to know the former students' ability in writing. There were thirty students doing this kind of test. The texts of writing produced in this test were scored by two lecturers to get the valid scores. In the next meeting, the lecturer taught writing by using SBI. It was done for three meetings. This was ended by the posttest of writing for the students in the next meeting in order that the post ability of students in writing after they learnt writing through SBI can be knwn. The scorers for their writing were still the two lecturers who did the scoring in the previous test. It was on purpose to keep the objectivity of scoring the students' writing. Meanwhile, the comparison of the writing scores of the first and the last tests can be seen in the following table.

Table 1. Average Scores of Pretest and Posttest

	Mean	N	Std. Deviation	Std. Error Mean
pretest	69.5000	30	5.20444	.95020
posttest	74.6333	30	3.98690	.72791

The average score of pretest scores was 69.5. Most of the students got difficulty in arranging the writing text in a good organization. They also made major errors in their grammatical structure when they expressed their ideas into sentences. Because of that, there are many sentences which are confusing. Some of them also still wrote some words with the wrong spelling. Those made their low writing ability. Besides, there are many other things that make the students still have the low ability in writing. They are the model of learning writing process in the previous class which is lecturer-centered, the less students' care about how important writing is and the lack of motivation that the students have to join writing class. All these factors influence the students' ability.

Fortunately, the posttest scores told the different thing from the pretest. The students got higher writing ability after SBI was implemented. Their mean score was 74.6. They had better organization for the ideas to be written. Their grammatical structure also got better. There were only minor mistakes for their grammar and spelling. Their ability to write became better.

SBI could motivate them in writing. They were not shy to ask how to do their writing task well. They were brave to write what they have thought in their papers as what they have understood. They did not think whether their sentences were right or wrong. It was because they had believed that their lecturer and their friends would help them to make the correct sentences. Their friends did not bully them when they were making mistakes. Before these SBI activities, they had ever thought that having mistakes in the writing would get bullying from both friends and lecturers. In fact, the activities of SBI could change their mind. They got their spirit to write eventhough their writing was not always correct.

2. The Effectiveness of SBI for Teaching Writing

Having known the mean scores of both pretest and posttest, the researchers did the t-test. Before calculating the data by using t-test of paired samples, the calculation of the homogeneity and the normality of the data must be done. Firstly, the data was tested its homogeneity. It was followed by the normality test. After the data of writing scores of pretest and posttest were homogeneous and in the normal distribution, then, the difference of their average was calculated. The following table pesents the result of its calculation.

Table 2. Results of Paired Samples Test

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	95% Confidence Interval of the Difference			

		Lower	Upper			
Pair 1 pretest-posttest	-5.133	-6.117	-4.154	-10.721	29	.000

Based on the table above, it can be seen that sig. (2-tailed) 0.00 was lower than 0.05. For this case, H1 is accepted. The meaning of it is that there is significant difference between the average score of pretest and the mean score of posttest. They differ significantly. In other words, we can say that there is significant effectiveness of using SBI to teach writing.

The mean of paired differences is negative (-5.133). This negative score means that the mean of pretest scores was lower than the mean of posttest scores. This result strenghtens the calculation in the previous table that the students' writing scores before treatment was lower. Meanwhile, the significance of their differences is strong based on the result of sig. (2-tailed) which was 0.00. In conclusion, strategy-based instruction is effective for teaching writing.

Discussion

The result of this study shows that SBI is effective for writing class. The students could produce the better writing texts after their lecturer used SBI to teach them. The steps in SBI itself could make the students' writing ability increase. The detail descriptions of SBI stages are as follows.
1. The lecturer gives an example of a paragraph containing a topic sentence, supporting sentences and a concluding sentence which are displayed in LCD
2. The lecturer invites the students to brainstorm ideas about the writing topic given individually
3. The lecturer asks the students to sit in groups of three to discuss and make a paragraph consisting of five sentences in twenty five minutes
4. The lecturer has the groups present their paragraphs in front of the class one by one in 5 minutes
5. The lecturer requests the other groups to give comments about the paragraphs presented
6. The lecturer corrects some mistakes found in students' discussions about their writing.

Among those steps, some steps that could improve students' ability of writing are brainstorming, peer corrections as well as the lecturer's corrections. Those kinds of SBI procedures contribute to the improvement of students' writing skill. Brainstorming helps the students to have more qualified contents for their writing since this activity makes the students generate ideas as many as possible. AlMutairi (2015) states that by doing brainstorming, people will produce thoughts and ideas which may be strange for other people. In SBI, they brainstorm the ideas individually. When they are in their groups, there will automatically be many ideas about the topics to be written. It demands them to be good at choosing

the more appropriate ideas. Therefore, they are competent in finding the better ideas for their writing contents. It has been known that content is one of indicators to be scored in writing.

Having peer corrections enables the students to increase their writing skill. It is very helpful for them in notifying the usual mistakes which are often made by students when writing. They know the right things to be in their written text from what their friend' comment and suggest. They usually feel free to have the clear clarifications when getting some corrections of their mistakes from friends. Meanwhile, the lecturer's corrections help them much in knowing what is the most correct for their writing.

Strategy-based instruction (SBI) implemented in writing class improved not only students' writing skill but also students' speaking skill as well as students' reading skill. This condition is supported by Huy (2015) who states that writing is a skill that can improve other skills such as speaking, reading, and listening. Besides that, the result of this research also found that strategy-based instruction done in writing class could motivate some students to practice writing more and more.

The students improved their speaking skill when they were doing discussion as the lecturer instructed and when they presented their writing. The time for discussion and presentation in SBI implementation gave the students chance to speak and use the appropriate vocabulary and the correct grammar. It happened after they got some corrections on their writing about their grammar and their spelling. In this occasion, they spoke English while using their knowledge of good grammar and dictions.

Then, they improved their reading skill when they tried to understand what their friends' writing talks about. The writings presented in front of the class made them try to understand the contents of those writing. Because the time for presentation had the limitation, they had to comprehend the displayed writings quickly. They used their ability of reading well for this case so that they felt their skill in reading texts got improvement.

Additionally, their effort for writing became higher. It could be seen from the activities of some students who made writing individually after finishing their duty in the group. Then, they came to the lecturer to get some corrections of their writing after all the groups presented their writing. They were really more motivated to write. It happened because they were comfortable with SBI implemented in writing class. It means that SBI could create the comfortable situation of teaching and learning writing. Furthermore, Deshpande (2014) mentions that the classroom climate which is relax and informal enables the students to talk to their friends and their teacher with reasonable freedom and even makes them enjoy their work. The result of this research brings the conclusion that SBI is effective for teaching writing. SBI could create the interesting teaching and learning climate. After learning writing by using SBI, the students have better writing ability. The mean scores of pretest and posttest differ significantly, in which pretest average score was lower. Those data support the effectiveness of SBI toward students' writing skill.

SBI was proven to be an effective strategy for teaching and learning writing. The success of implementation of SBI in this writing class actually can be

reached because there is a good interaction between the lecturer, the students and the materials to be studied. It is supported by Wafi (2019) who states that the process of teaching and learning becomes great when the teacher and the students have great interaction and cooperation in making the effort to conquer the materials being learned. When the students feel comfortable with their lecturer, their interaction in the class becomes easy. Everything that the lecturer does will be well responded by the students. They also can be good students for their lecturer. For the return, the lecturer behaves as the students' friend to create the better writing. The lecturer is always ready to help every difficulty that the students have in writing. Both of the lecturer and the students have already felt in the same case. They have one purpose to have good writing skill.

CONCLUSION

The results of this study indicate that Strategy-Based Instruction (SBI) is effective for teaching writing. Knowing these results, it is suggested for the teachers to apply SBI in their classes especially writing class. Future researchers are also suggested to conduct research about SBI more deeply because there are many areas which are not observed yet in this research.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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