



## Teaching Strategies in Writing Class

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### Abstract

This research deals with the teaching strategies used by the lecturers in writing class at Palopo Cokroaminoto University. The population of this research was lecturers of primary school teacher education of Palopo Cokroaminoto University. The total numbers of the population are 20 lecturers. The researcher used purposive sampling and chose one lecturer in the third semester as the sample because the lecturer taught writing subject and often use various strategies in teaching writing. The instruments in this research were observation checklist, recording and interview. The researcher used observation checklist and recording in the class when the lecturers taught writing. The researcher found the lecturer used two strategies in teaching English writing namely lecturing strategies and active learning. Active learning such us, the lecturer uses media in explaining material, giving question to the students to encourage their motivation, create an enjoyable atmosphere to make students more creative in producing writing, analyzing and doing assessment about students' work, giving motivation to the students for making a report such as composition. Lecturing strategies such us, preparing the media, explaining the material, help and encourage the students to attention and listen accurately, the teacher can use her/his experience in teaching or explaining material especially in giving an example, make a conclusion of the materials.

**Keywords:** teaching strategy, narrative text, writing class

### Introduction

Language as means of communication in daily life. In learning language, there are four skills that should be learn and master namely listening, reading, writing and speaking. One of these skills that should be mastered by students is writing.

Writing is an important skill for students because writing is another way of communicating through pen and it makes students more creative in developing their opinions. According to Richard Kern in Batubara (2017) writing is functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose.

In addition, according to Brown (2001:4), writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

Writing is an activity that stimulates brain to think and rise ideas so can produce good writing. Good ability in writing is also much needed and has advantage because often is used to send or convey information. Nunan in Komariyah (2015:7), states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.

Therefore, students must pay attention to the elements of writing, such as prewriting, drafting, sharing, rivising, editing and publishing to produce a good writing. It is also supported by a good strategy in teaching used by lecturers in teaching and learning process.

In reality, lectures of Palopo Cokroaminoto University have the main jobs of the lecturer exactly doing the teaching process to their students in the classroom and to teach all their students need the best way or strategy. Doing the teaching process in the classroom is not easy because every students has different character, different knowledge and so on. There is a student that gets knowledge from the lecturer easily and there is also difficult. Beside that there is students has slow and fast character. The lecturer rather easy to teach the fast character because exactly they will give feedback on the contrary the lecturer are difficult to teach the slow character because they seldom give feedback.

Aswan et al, (2010:9) stated that teaching strategy is a lecturer's plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies are approaches to teaching students. The lecturer has to applied the strategy to balance between the method which the lecturer's used and the way of the lecturer's used to applied the material.

Olweus (2003:12-17), states that strategies can be used by teachers to prevent negative behavior at individual level such as serious talks with students involved, support for parents, and discussion groups among parents of students involved. Therefore, the use of good strategies can make students interest and enjoyable during learning process until they can produce a good writing.

In this case the researcher wants to know the teaching strategies used by the lecturers in writing class at Palopo Cokroaminoto University and the lecturer's reason in choosing the strategies in teaching writing. at Palopo Cokroaminoto University.

## Research Method

The researcher applied qualitative method to find out the lecturer's strategies in teaching writing at Palopo Cokroaminoto University. The instruments in this research were observation checklist and recording. The researcher used observation checklist and recording in the class when the lecturers taught writing. The population of this research was lecturers of primary school teacher education of Palopo Cokroaminoto University. The total numbers of the population are 20 lecturers. The researcher used purposive sampling and chose one lecturer in the third semester as the sample because the lecturer taught writing subject and often use various strategies in teaching writing and also sometime speaks English when explain the material.

## Result

The researcher did the research and completed data used the instruments: observation checklist and recording.

Tabel 1. The observation results in 3 meetings

No	Lecturers Strategy in Teaching Writing	Indicators	Meeting		
			1	2	3
1.	Cooperative Learning	1. Explaining the material 2. Divide students into group 3. Convey the purpose and give motivation to the students 4. Assessing students work in group 5. Doing improvement about the students' academic work.			
2.	Cooperative Jigsaw	1. Divide students into four or five members each group 2. Giving the different materials for every student in group 3. Explain to the students about expert group and regional group 4. Asking the students to present the result of their discussion 5. Giving evaluation and make a conclusion about the material			
3.	Active Learning	1. The lecturer uses media in explaining material	✓	✓	✓

		2. Giving question to the students to encourage their motivation	✓	
		3. Create an enjoyable atmosphere to make students more creative in producing writing	✓	✓
		4. Analyzing and doing assessment about students' work		
		5. Giving motivation to the students for making a report such as composition.		
<b>4.</b>	Lecturing Method	1. Preparing the media	✓	✓
		2. Explaining the material	✓	✓
		3. Help and encourage the students to attention and listen accurately	✓	
		4. The teacher can use her/his experience in teaching or explaining material	✓	✓
		5. Make a conclusion of the materials		

Based on the table above in the first meeting till the third meeting, the lecturer uses active learning and lecturing method in explaining the material. Then gives the question to the students to encourage their motivation after that creates an enjoyable atmosphere to make students more creative in producing writing. After that the researcher combines the strategy in teaching writing by using lecturing method. First, the lecturer explains the material. While explaining, the lecturer helps and encourages the students to pay attention and listen accurately. Besides that, the lecturer uses her experience in teaching or explaining the material especially in giving the example.

In closing the learning process, the lecturer uses active learning, first analyzing and doing the assessment of students' work and then gives motivation to the students for making a report such as composition. Then, the last the lecturer makes a conclusion of the materials it is included in lecturing method.

The lecturer combines the strategy in teaching writing by using active learning and lecturing method to encourage students' motivation. The lecturer also creates an enjoyable atmosphere to make students more creative in producing writing.

The third observation, the lecturer does the teaching process by using lecturing method they are, preparing the media and then, the lecturer explained the material, help and encourage the students to pay attention and listen accurately, next lecturer uses her experience in teaching or explained the material especially in giving an example that has relevance with material. In the next activities, the lecturer uses an active learning strategy, first giving the question to the students to encourage their motivation and then the lecturer create an enjoyable atmosphere to make students more creative in producing

writing. In the closing learning process, the lecturer makes a conclusion of the materials it is included lecturing method.

### ***Observation of the Teaching process (recording)***

#### **a. Meeting 1**

The first section, the researcher used a phone to record the teaching process in the class. The first observation, the lecturer gave greetings to the students, then the lecturer explained about narrative paragraph by using power point. Then, the lecturer asked the students about their experience when they were travelling. A lot of students told about their experience to the lecturer and then the lecturer gave an assignment to the students related to the material. In the first meeting, the lecturer used active learning and lecturing method in explaining the material.

#### **b. Meeting 2**

The second observation, the lecturer did the teaching process by using active learning and lecturing method. The researcher used a phone to record the learning process. The lecturer gave greetings to the students, asked about their assignment. After that, the lecturer prepared her power point to give the material to the students. The lecturer used a power point as the media in teaching writing. Then, the lecturer gave some questions to the students about the interesting place they have visited. The lecturer also used a book as the media in teaching writing. Then, started with told about her experience when she visited interesting place.

#### **c. Meeting 3**

The third observation, the lecturer gave greetings to the students. After that, the lecturer used LCD, power point and laptop in teaching writing. Then, the lecturer explained the material about persuasive paragraph in poster form. The lecturer asked the students, have they ever saw a poster or make a poster? The lecturer also told the students about her experience and telling some joke to the students so the atmosphere becomes fun and makes students comfortable and enjoy during learning process in order to the students do not feel bored. Then, the lecturer gave an assignment. The last, the lecturer closed the learning process and gave some motivation to the students, she wants them to study harder. In the third meeting, the lecturer used active learning and lecturing method in teaching writing.

### ***Lecturer Interview Result***

The next step after doing the observation, the researcher conducted the

interview to the lecturer as a sample of this research. Based on the results of the interview, the researcher found some strategies that the lecturer used in teaching writing, they are lecturing strategy and active learning strategy. The lecturer said "I have to used lecturing because I have to explain further and clear about the material and also the assessment. The purpose of active learning here, can make the students be more active and can discuss about material especially about the assessment that I have given to them". The lecturer always use lecturing and active learning strategies in teaching writing.

After the researcher conducted the research, then the researcher concluded the result of this research that the lecturer always use lecturing and active learning strategies in teaching writing.

In teaching writing, the first strategies that the lecturer use is lecturing method. The lecturer said "*Surely I use lecturing because I want explain my material clearly*". This strategies is appropriate to be used in explaining the material orally. Paris stated (2014:), lecturing strategies is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important, according to the lesson plan. Therefore, lecturing strategies is the best way to teach writing. The lecturer sometimes uses a whiteboard to convey or write down the important point of the materials and also used visual aid such as slideshow.

The lecturer also used active learning strategies to students in the activities of the learning process. In active learning strategies, can make the students be more active and serious in learning. The students must be able to read, write, discuss, or be involved in solving problems. Most importantly, to be actively involved, students engage in high-level thinking tasks such as analysis, synthesis, and evaluation (Bonwell, Eison 1991:19). Like the lecturer said the lecturer was using active learning because the lecturer want to her students to be more active and want students to be more involved in class discussions. "*I always use active learning because by using active learning, the student can be more active, stimulate their critical thinking and can discuss about the material till produce good writing*". It was the lecturer answer when the researcher asked about what is the dominan strategy do you used in teaching writing English?.

The lecturer used active learning strategies because there are a lot of materials and assignment in project form that must be make by the students as a product of writing. Beside that the students can be more active and creative in producing writing, and then the students can increase their knowledge and be more creative in delivering their opinions. It is related to Stewart and friends in their research (2010) found active is having important role in teaching writing eventhough they used a method in their research. Therefore, the lecturer often use lecturing and active learning strategy.

## **Conclusion**

The researcher found the lecturer used two strategies in teaching writing namely lecturing strategies and active learning. Active learning such as, the lecturer uses media in explaining material, giving question to the students to encourage their motivation, create an enjoyable atmosphere to make students more creative in producing writing, analyzing and doing assessment about students' work, giving motivation to the students for making a report such as composition. Lecturing strategies such as, preparing the media, explaining the material, help and encourage the students to attention and listen accurately, the teacher can use her/his experience in teaching or explaining material especially in giving an example, make a conclusion of the materials.

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