

# **Method of Teaching English Writing in the Second Semester of English at Islamic University of Malang**

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## **ABSTRACT**

The present study aims at describing the teachers' method of teaching English writing in the second-semester students of English at Islamic University of Malang, which covers teaching procedures, writing material selection, and the use of instructional media. It also aims at finding the students' perception of their teachers' method of teaching writing.

Besides the writing teachers of English, teaching method also plays a significant role in writing class since without a method the teachers will not be able to achieve the desired of learning. In writing instruction, there are many methods that can be applied by the writing teachers.

This study used the descriptive design. The data were collected through observation, interview, questioners, and documentation and analyzed using a guideline analysis, while the data of the students' questioners were analyzed using tally system to find the percentage. The subjects of this study consisted of two teachers and their students of English department at Islamic University of Malang. There are 25 students of class C and 23 students of class B.

The findings showed that in general, the method of teaching writing applied by the two teachers of writing in Second Semester of English at Islamic University of Malang was in line with the theory of writing instruction, especially that proposed by the *Community Language Learning Method*. In general, the teaching procedures of the two writing teachers could be considered very good because they used various techniques in teaching writing. Their selection of writing material could be considered very good because they took the writing material from textbook and other resources. Their use of instructional media could be considered good, because the two teachers used two instructional media; whiteboard and its marker, and some pictures from newspapers.

The other finding was the diary assignment done by one of the two classes, The students did it every day out of class during the semester. The purpose of this activity was to get students

used to write and to make them practice the theory they had learned. Therefore, this activity could be considered very good. And the students' perception of their teacher's method of teaching was positive. The teacher successfully made students motivated.

Based on the findings, it is suggested that teachers of writing should not use only one method, but also other methods with more variations in the teaching procedure, material selection, and the use of instructional media. In selecting the writing material, it is suggested that they select various writing materials. Because of the importance of instructional media, it is suggested that teachers of writing use and prepare them well. For the second-semester students of English at Islamic University of Malang, it is suggested that they are more independent and active in learning writing.

**Key words:** teaching, methods, English, writing

Language is the media for communication among people. People use language to communicate with others. It is said that the language is not an individual behavior but it is one of the many symbolic systems that the members of society use for communication among themselves (Sauvignon, 1983:10). As we know, a communication is not only done in spoken but also done in written. Accordingly, the foreign language learner should be able to communicate and use the language both spoken and written.

The spoken and written communications are productive skills. Productive means creating or producing something. This is the area in which foreign language learners produce something, such as an essay and a speech. College students as advanced learners should be able to master the two skills, writing and speaking, because they have studied English from elementary school to senior high school. In other words, they have been studying English for twelve years, yet it does not guarantee that students master the two skills above, especially writing skill.

Writing activity plays an important role in learning foreign language. Students can get a new way in communication to explore their feeling when speech is not an appropriate way in saying what they want to. Harmer (2003:249) states that "when students write or speak in a lesson, they have a chance to rehearse language production in safety, experimenting with different language in different genres that they will use on some future occasion away from classroom".

Dealing with writing, students get difficulty in learning this skill for example, first, when students want to start to write, it takes many times consuming until the end they write nothing because of the lack of idea to start it. Second, when students get an idea to start to write, commonly they are not able to continue their ideas. Third, students prefer to speak than write. In line with this Cahyono (2001) confirms that it has been widely believed that writing, among the four skills, is the most difficult skill.

There are many factors why students feel difficult in making a sentence. First, the difficulty can be from the students themselves. Second, it can be from the readiness of teacher in teaching writing. Third, the method used in teaching writing. Method has a big impact in teaching learning, because using an appropriate method can help teacher to bring students in good situation in teaching-learning process, such as Silent Method. The other example is Cooperative or Group Learning Method. Cooperative or Group Learning method is an instructional strategy which organizes students into small groups so that they can work together to maximize their own and each other's learning. In brief, a decision to use the appropriate method in teaching will bring the situation of classroom more effective and efficient.

In almost every instance, to be maximally successful, the teaching method used should be tailored for the specific teaching-learning situation (Clark and Starrs, 1981:25). Further, by having a relevant and good method in hand, a teacher will be able to motivate the students to learn English. When they are highly motivated, it will be easier to achieve the desired objective, for motivation plays a vital part in most students' success and failure as language learner.

Researcher agrees with the definition made by Richards and Rodgers, because their concepts are more understandable and current. So there must be some revises for the previous concepts. There are three elements covered by method, those are approach, design, and procedure. The approach defines as the assumptions, belief and theory about the nature of language and language learning. Design is a relationship of the theory to classroom material and activities. Procedure is technique and practice that derived from one's approach and design. So when the method discussed, approach/theory, design/classroom material, classroom activity and practice are also covered on. All in all, method is an umbrella of the three elements mentioned above.

In line with the discussion above, the researcher tries to investigate a method used in Islamic University of Malang, especially in writing classroom of the second semester of English,

so this study is conducted in writing classes of the second semester of Islamic University of Malang. What methods used by teachers in the writing classes. The two teachers as the subjects of this study have enough capability in teaching writing. So, the two teachers have known at least about the capability of the college students that will affect for choosing an appropriate method, especially in the second semester. What method they would like to use in the writing classes.

That is why the researcher chooses this writing classes taught by them as the setting of study. The researcher is encouraged to conduct the study which aims at describing the methods of teaching writing applied by teachers' writing of the second semester which includes teaching procedure, teaching technique, writing material selection, and use of instructional media.

## **METHOD**

The design of research used in this study is descriptive qualitative. According to Ary, *et al* (1979:295), descriptive studies are designed to obtain information concerning the current status of a phenomenon and are directed toward determining the nature of situation, as it exists at the time of the study. Arikunto (2002:213) states that "qualitative is describing data through word or sentence based on category to get conclusion". The data describe qualitative were about the method of English teaching writing at the second semester of English at Islamic University of Malang that included the teaching procedures used, the instructional materials chosen, and the instructional media used by the teacher in teaching writing, and also the students' perception of their teachers' method of teaching English writing.

The subjects of this study consisted of two teachers and their students of English at Islamic University of Malang. There are 25 students of class C and 23 students of class B. There were four classes with the two teachers; In other word, because the subject of the study was the two teachers and the students, the subject of this study was limited. Therefore, the number of population and sample were the same. It means that population is as the subject of this study.

Since the descriptive data are usually collected by administering questionnaires, interview, observing events or analyzing documentary sources (Dalen, 1979:285), the researcher used the four techniques as the instruments in collecting data.

Observation was mainly used to collect data about the procedures of teaching writing done by teachers. It also dealt with the writing material and instructional media used in the classroom activity. Interview will be the second instrument used to explore the data. The interview was intended to get data acquired by observation guide. Here the researcher only

interviewed for the two teachers of second semester of English. The interview for the two teachers consisted of 10 questions dealing with the procedure, instructional material and instructional media used. To complete the data and the writing material, the procedures of teaching and the media obtained from observation, the interview was administered. The questionnaire technique was used to get the students' opinion about their writing teacher's method of teaching English writing.

The items in the questionnaire were developed by researcher in accordance with the observational checklist and interview result. He based his questionnaire on activities discussed in the procedure of teaching writing. The questionnaire were written in Indonesian language to avoid difficulties in understanding the item given, which required the students to state their opinion.

The question in the questionnaire was classified into three groups. The first group was about the teacher's procedures teaching or techniques of teaching writing consist of seventeen questions. The second group consisted of five questions of writing material. The third group concerns about media used that consisted of five questions.

The documentation used in this study was about student's achievement. The researcher used this instrument by asking the result of the mid-term test scores of the second semester. So the documentation was taken the mid-term test score of the students of class B and class C of the second semester of English.

## **DISCUSSION**

Richards and Rodgers (in Brown, 2001:14) stated that "procedures are the techniques and practices that are derived from one's approach and design. Here, the researcher will show the practice of teaching writing or the techniques of teaching writing applied by the two different teachers. The two teachers of writing applied various procedures in teaching writing. They used the three or more techniques in teaching writing. The researcher can divide them as follows;

### **1) The Discussion Technique**

The two teachers usually used the technique to know the students understanding. It was used before starting the lesson, in the middle, and at the end of the lesson. Question-answer was used when the teacher and the students made communication. Question-answer was also used

when the students asked questions to the teacher because the students did not understand yet the topic under discussion.

### **Students' Responses to the Teachers' Discussion Technique in Teaching Writing**

Questions	Students of Class B				Students of Class C		
	Always	Often	Sometimes	Never	Always	Often	Sometimes
Does your teacher give chance to ask question	60%	32%	8%	-	72,9%	21,7%	4,3%

The table also shows the question time given by the teachers. The students' percentages shows that 60% and 72% said that their teachers *always* gave chance to ask question. 32% and 21, 7% said *often*, and 8% and 4, 3% said *sometimes*. In short, the teachers give chance to students to ask the questions that they had.

In conclusion, the two teachers stimulate their students by giving them some examples about real life and then give them chance to share their ideas in a question-answer technique.

### **(2) The Presentation Technique**

Because the two teachers were different, so they must have different activities in starting and running the presentation stage. For the teacher B, She began teaching stages by explaining the new topic discussion using lecturing technique. In lecturing, she explained the topic in detail, and she did the lecturing in a formal presentation. While the teacher lectured, the students gave attention to the teacher's explanation. At the end of the explanation, the teacher got one student to read an exercise and answer the question on the exercise.

For teacher C, she started the class using presentation technique. Fajriah, (2008: 23) states that "explaining technique is more descriptive of informal presentations" The teacher used the English and Indonesian language in the explaining the topic discussion. Then the teacher gave time for several minutes for students asked the question what the students did not understand yet about the teacher's presentation. And then, the teacher got the students to do some exercises in the book. One student read aloud the exercise in order to whole students heard the voice; the teacher corrected the mispronunciation made by the students. While a student read the exercise, the other students gave attention and corrected the error one together. So in these activities all students were involved in correcting the students that did the exercise.

### **The Students' Responses to the Teachers' Presentation Technique.**

Questions	Students of Class B				Students of Class C			
	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
Does your teacher used the English in explaining the topic?	8%	52%	40%	-	4,3%	73,9%	17,4%	4,3%
Does you feel difficult when your teacher used English?	-	8%	80%	12%	-	8,7%	73,9%	17,4%
Does your teacher present the topic by presentation?	24%	32%	32%	12%	21,7%	39,1%	34,8%	4,3%

### (3) The Grouping Technique

The teacher of class B divided the students into groups; each group consists of 4 students. The students were ordered to discuss and share about the topic discussion that they just had. In the discussion stage, students shared about their understanding and discussed what they had gotten. They cooperated with their friends in understanding the topic discussion. Afterward, students on the groups were ordered to do exercises on the books, but sometimes the teacher gave students some printed material such as funny picture taken from other sources. And the teacher came to each group to see and heard the each groups' understanding. If the teacher knew there were groups needed her help, she helped the students in the group by re-explained the topic at glance and gave some examples related to the topic by the hope the students got easier understanding about the topic discussion. Then the teacher of class C also has different procedure of grouping, she used to divide students into groups, there were five groups consisted of five students because the number of the students was twenty-six students. So there was one groups consisted of six students. The teacher gave some were made by the teacher herself; the students did the work in discussion with their friends in each groups. After the students had finished the works, each group should present their work in front of the class; other students took attention and sometimes corrected the error one. The grouping and discussion techniques usually used after the teacher presented the topic discussion.

### Students' Responses to the Teachers' Grouping Procedures or Technique in Teaching Writing

Questions	Students of Class B				Students of Class C			
	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
Does your teacher orders	16%	44%	36%	4%	-	17,3%	82,6%	-

students to discuss in groups?								
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### Writing Material Selection

The teaching material selection has to be taken into consideration by the two writing teachers since it is an essential factor to determine the students' success in learning writing.

The two writing teachers, in teaching writing always used writing textbook. The title of the textbook is *An Introduction to Academic Writing* which is written by Alice Oshima and Ann Hogue. The two teachers also took a material of teaching from other sources such as newspaper, magazine and especially from internet.

In selecting the writing material, the two teachers considered several things. The prominent one that was suitable with Curriculum of English department, since the topic discussion in the textbook fit with the curriculum.

Another consideration is that the material should make the students active and involve in teaching-learning process. In other words, the communicative and interesting materials were preferred. According to them; the teaching material chosen were sufficiently interesting and communicative and were very appropriate with the students' need. Attractive pictures or illustrations were provided in the other sources such as newspaper.

**Table 4.4 Students' Response to the Teachers Writing Material Selection**

Questions	Students of Class B				Students of Class C			
	Always	Often	Sometimes	Never	Always	Often	Sometimes	Never
Does your teacher only focus on the textbook?	60%	28%	12%	-	47.8%	39.1%	13,0%	-
Does your teacher take the writing text from other resources?	-	4%	40%	56%	4,3%	4,3%	34,9%	56,5%

### Teaching Media

In lecturing or explaining the material, some devices such as whiteboard, marker, pictures, diagrams, charts, etc may be used to foster better understanding.

The two teachers of writing, used media to make the students' better understand the explanation of them. They used the whiteboard, and marker from the school facility, and

sometimes used pictures to help the students to get deep understanding. The two teachers believed that by using that devices the teaching-learning process will be more effective and efficient.

#### 4.1.3 The Students' Perceptions of Their Teacher's Method of Teaching Writing

The description on the students' perception of their teacher's methods of teaching writing here included teaching procedures, writing materials, and instructional media.

The students' perception of their teacher teaching procedures was presented in the following table.

##### The Students' Perception of Their Teacher Teaching Procedures.

Questions	Students of Class B				Students of Class C			
	Very interesting	Interesting	Not interesting	Boring	Very interesting	Interesting	Not interesting	Boring
What do you think about the teaching procedures done by your teacher?	2%	84%	8%	-	26.1%	60.8%	13.0%	-

According to the students, the two teachers teaching procedures were Interesting. More than 50% of all respondents from the two classes said that the teaching procedures were *interesting*, while 8% of students of class B and 13% of students of class C said *not interesting*. The other ones, 2% and 26% students of the whole classes said *very interesting*. In short, the procedure of the two teachers taught in the class B and class C was Interesting.

##### The Students' Perception of Writing Material

Questions	Students of Class B				Students of Class C			
	Very interesting	Interesting	Not interesting	Boring	Very interesting	Interesting	Not interesting	Boring
What do you think about your teacher's writing material selection?	12%	76%	12%	-	21,7%	65,2%	13%	-

Each student from the two classes has their own perception about their teacher's writing material selection. The students' perception of their teacher's writing material selection, the most students from each class said that the teacher's writing material selections were *interesting*. It was signed

by 76% of students of class B and 65, 2% students of class C said so. 12% and 21,7% of the two classes said *very interesting*. Only 12% and 13% of the students of the two classes said *not interesting*. In conclusion, the writing material selection done by the two teachers was interesting and the material used was very help students in improving their writing skill.

### The Students' Perception of the Use of Instructional Media

According to the students of class B said the presentation of those media was *interesting* to them, yet students of class C have various perceptions about the instructional media use, the average of percentages was separated almost the same. The following table shows how the students perceive the two teachers used of media.

### The Students' Perception of Teacher Use of Instructional Media

Questions	Students of Class B				Students of Class C			
	Very interesting	Interesting	Not interesting	Boring	Very interesting	Interesting	Not interesting	Boring
If your teacher uses instructional media, what do you think of their use?	20%	56%	24%	-	30,4%	34,8%	34,8%	-

### Diary Assignment

The diary assignment was another finding found by the researcher in the class C. The diary assignment done by the students, the assignment selection has to be taken into considerations by the teacher since it is one of essential factors to determine the students' success in learning writing.

The teacher offered students to write a diary everyday related to their experience or everything students like to write. The students had to submit the diary every week; they had to submit their diary on Monday. On that day the teacher would check the students' work and choose one the seven written on the diary to be corrected. The teacher corrected the errors such as grammatical used, the diction choice and etc.

### The Students' Perception about the Diary Assignment

Alternative answer choices	Students of class C
The diary was really helpful for students' creativities in writing	69.6%
The diary was interesting enough for students in learning writing	21.7%

The diary does not need for students because it makes us lazy to attend the class.	8.7%
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## **Conclusion and Suggestion**

### **Conclusion**

This chapter presents the conclusions and suggestions based on the research findings and discussion as presented in the previous chapter. The conclusion deals with the results of the Method of Teaching English Writing in the Second Semester of English at Islamic University of Malang. Additionally, the suggestions are directed to the action to follow up the findings of the research. Based on the finding, it can be concluded that in general, the method of teaching writing applied by the two teachers of writing in Second Semester of English at Islamic University of Malang was in line with the theory of writing instruction, especially that proposed by the *Community Language Learning Method*. In general, the teaching procedures of the two writing teachers could be considered very good because they used various techniques in teaching writing. Their selection of writing material could be considered very good because they took the writing material from textbook and other resources. Their use of instructional media could be considered good, because the two teachers used two instructional media; whiteboard and its marker, and some pictures from newspapers. The other finding was the diary assignment done by one of the two classes, The students did it every day out of class during the semester. The purpose of this activity was to get students used to write and to make them practice the theory they had learned. Therefore, this activity could be considered very good. And the students' perception of their teacher's method of teaching was positive. The teacher successfully made students motivated.

### **Suggestion**

Based on the findings, it is suggested that teachers of writing should not use only one method, but also other methods with more variations in the teaching procedure, material selection, and the use of instructional media. In selecting the writing material, it is suggested that they select various writing materials. Because of the importance of instructional media, it is suggested that teachers of writing use and prepare them well. For the second-semester students of English at Islamic University of Malang, it is suggested that they are more independent and active in learning writing.

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