

Vol. 3, No. 3, September 2015

p-ISSN: 2338-8617

e-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN

Media Kajian Ilmiah Sosial, Politik, Hukum, Agama dan Budaya



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JIP

International Multidisciplinary Journal
OAJI: 745/1396982282-2014/R-6.465
ORCID iDs: 0000-0001-8492-315X
Thomson Reuters: RID-F-6135-2014

ISI Impact Factor Value 2014 ICR: 0.479
Copernicus ICV 2013: 4.05
Google Scholar Index-h:3, i10: 3
IBI Factor 2014-15: 3.26

 Copernicus Publications
The Innovative Open Access Publisher



SCAD Independent
IAO Accreditation
4-8362/387/IAO/2014



TEACHING MODEL OF LEARNING ENGLISH WRITING AT UNIVERSITY¹

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Received: August 15, 2015

Accepted: Sept 9, 2015

Published: Sept 20, 2015

Article Url: <http://www.scadindependent.org>

Abstract

The objective of this study is to produce a model of teaching English writing skill in an effective way for students of English Study Program in college. This research method is using the Research and Development (R & D). The teaching model arranged can be implemented conceptually and operationally. The model is developed based on the theories of learning writing. This research was conducted in Banda Aceh and the samples for determining the location specified in stratified sampling. This study was conducted at Serambi Mekkah University and Muhammadiyah University. Based on the research findings that the conditions of learning Model at UMUHA and USM were not in accordance with the theory and practice. They need both theory and practice to review paragraphs and the composition should be coherent. The design of learning model, Implementation, and Evaluation could be developed in teaching writing skill for both Universities students.

Keywords: *Writing skill, English Learning, Email*

¹ This paper was presented at the International Conference on Multidisciplinary Research, which held in Serambi Mekkah University, on 23-27 July 2015

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A. Introduction

English is a means of communication and it is widely used all over the world. As an International language it is required to master it. Otherwise, we will stay behind; the Indonesian people are trying to learn both formally and informally. At the present time, the teaching of English has been introduced at the level of kindergarten (TK). It has provided direction regarding the various subjects taught to students from kindergarten to high school. Similarly, the level of college, the government based on the decision of the Minister of National Education No. 232 / U / 2000 has established that the curriculum in Indonesia consists of a core curriculum and institutional. The core curriculum program strata 1 (S1) ranged from 40-80% of the total credits of a course of study. The curriculum is set nationally by the Minister of National Education; whereas the institutional curriculum is determined by each University. In the institutional curriculum, there are few subjects that should be studied by the students. One is the English language that is required in anticipating the era of globalization.

Today, experts in various countries have agreed that the main purpose of learning a foreign language is an attempt to develop communicative competence, Hadley (2001: 32). Communicative competence referred to by practitioners such as foreign language teaching, Canale and Swain (1980: 26), including grammatical competence, sociolinguistic competence), discourse competence, and strategic competence, Savignon (1991: 28) asserts that in learning a foreign language, students need to learn and practice the four language skills, namely: listening (listening), speaking (speaking), reading (reading), and writing (writing). Speaking Course and listening are generally held in small classes ranging from 20-25 students. While reading and writing courses, are usually held in large classes (more than 50 students). And ideally, the number of students in a class for learning a foreign language is less than 20, Harmer (2001: 235). The number of students for speaking subjects were divided into small classes given each student needs to practice conversing. Listening to the course, the number of students in one class is also small considering the general lecture was held in the language laboratory with the number of seats ranging between 20-30 pieces.

For reading and writing courses, including a large number of students due to several reasons, among others, are as follows: first, often appeared the

assumption that this course requires a little more direct interaction between lecturer and students during class activities. Secondly, it has become a tradition of teaching courses in reading and writing with large class. Third, limited facilities, classrooms, and funds if the course is also divided into smaller classes.

The number of students in a class for reading and writing courses often is one of the causes of lack of effectiveness of teaching. In principle, the ideal number of students must be controlled by lecturer during the process of teaching and learning in the classroom. Considerable number of students for the course reading led to the reduction in the lecturer's attention to the problems faced by individual students in the classroom. Although the course of writing seems to be 'passive', each individual needs to obtain alone. Writing an essay in English and the problems that encountered by each individual student should be treated carefully.

However, a reduction in the number of students in each class is not the only solution. Time of face-to-face also a major obstacle for writing practice. It is also requires infinite time, both inside and outside the classroom. Writing skills involve the mastery of aspects that must be controlled, such as the selection of vocabulary, grammar and coherence between sentences and paragraphs (Hedge, 2001: 2). When writing a person must be capable of expressing his ideas into written form that certainly has a different order when revealing to in writing. These conditions would have an impact on students writing ability and without realizing they have trouble.

Various aspects can affect the writing process. Many researchers are trying to make model of learning to write. Weigle (2002: 6) states that the models described such experts are not perfect because the process involves highly complex with cognitive activity. Similarly, the teaching methods that have been used, seems to have not reached the maximum expectation. Students can not be stimulated to be active in developing writing skills. Most initiatives are still centered on the lecturer. Ideally, students should have the motivation and creativity of its own to try to develop their English writing skills outside the classroom. Therefore, it should be considered an alternative learning English writing skill more profitable.

B. Research Objectives

This study aims to produce a model of learning to write English in an effective writing course for students of English Education at USM and UMHU

It has the following objectives: 1. to know the learning model described in the writing course for students of English USM and UMUHA. 2. Finding the appropriate learning model for writing courses for students of English at USM and UMUHA. 3. Finding the model in the course of teaching writing to students of English at USM and UMUHA effectively. 4. To know the results to be achieved by the students in writing at USM and UMUHA based on the application of learning models of writing. 5. To know the effectiveness of the learning model of writing. 6. To know the results achieved by the USM and UMUHA students against other aspects of teaching writing, the proficiency, vocabulary, and grammar.

This study is also to provide an overview of current approaches, issues and practices in the teaching of writing skill. To provide a comprehensive overview of the field of foreign language teaching with particular focus on issues related to the teaching of writing skill. And then, to provide a source of teaching principles and classroom activities which guide the lecturers refer to their world. Next to provide a source of writing and activities. Then, it can be used in the teacher education program.

C. Method

This research method uses the Research and Development for trying to seek a teaching model for students of English Writing. The teaching model arranged can be implemented conceptually and operationally. The models were developed based on theories of learning writing more effective than existing learning model. This learning model is operationally oriented real circumstances in the classroom. This research was conducted in the city of Banda Aceh. Samples for determining the location specified in stratified (stratified sampling). Place the implementation of this research is at the University of Serambi Mekkah and Muhammadiyah University of Banda Aceh. Both the universities are located in the city of Banda Aceh which becomes the center of education for the people of Aceh. USM and UMUHA are private Universities. This study consists of lecturer and students from USM and UMUHA. Students are used to capture the data that is logged in both universities. They are the students who are following the Writing course. And

the Lecturers who are involved in the data collection are those who teach Writing subjects. The data used in this study are primary and secondary. The primary data are obtained through information from the study subjects, both qualitative and quantitative. The qualitative data are obtained from questionnaires, observation and interviews both with the lecturers and students. Quantitative data derived from test results in the form of numbers that need to be translated into statistical calculation so that later can be explained its meaning. Secondary data were obtained through the documents available in the English program both USM and UMUHA. These data include the progress report for teaching writing, student attendance, manuals and oral information or other written. The method used in this study; in collecting the data, there are five instruments, namely observation, study of documentation, interviews, questionnaires and test.

D. Platform Theory

1. Teaching Writing as a Foreign Language

Writing skills in English as a foreign language is often regarded as the most difficult language skills developed compared with other skills (Bee Edwards, 1984: 4; Hewin, 1986; 2019). Writing in English as a foreign language includes a lot of aspects that must be considered. It is about the mastery of grammar, vocabulary and punctuation. The students are also required to be able to understand in accordance with the rules of speakers of foreign languages. Harmer (1998: 70) states that the teaching of writing skill in English as a foreign language can strengthen the development of language skills and the development of learning styles.

2. Use of E-mail In Learning English Writing

The Ability to communicate on Internet has influenced the development of language teaching (Anderson-Inman and Kettern, 2003: 240). Access via email provides the opportunity for students to communicate outside the classroom. E-mail is used as a tool in the learning process. Salisbury (2000: 21) states that learners will be able to interact with the instructor and other learners to discuss the problems they face. This interactive system allows learners acquire knowledge of

information other than the available resources. In relation to medial, language learning to write in a foreign language, Felix (1998: 3) states that the use of e-mail to practice writing is a form of authentic material. Therefore, students can immediately practice their writing skills in the real world (1996: 557) also supports this statement. He stated that the e-mail can be used for the development of writing skills both individually and in groups. In this case, the use of e-mail as a means of written communication can bring out the interaction between writers and readers. That way, the article can be produced in accordance with less expectation of readers writing based on responses given.

3. Model of Teaching Writing

Hedge (2001: 6) see model of writing that can be approved by many practitioners, so that the model of teaching writing in the world of language teaching is varied. Language teachers are still different views on methods of writing, aspects of writing, as well as the role of teachers and learners in the development of teaching and learning activities to write. The various processes of writing are in accordance with the following experts: Weigle (2002) noted the three models of the process of writing that affect the process of learning to write with reference to the act of writing as a cognitive activity. The first model was developed by Hayes and Flower (1980). The second model is of Bereiter and Scardamalia (1987). The third model is of Hayes (1996). All three models are much discussed by other experts when discussing the development of writing skills. The explanation is as follows.

E. Research Finding and Discussion

1. Research Finding

Based on the research findings that the conditions of learning Model at UMUHA and USM was not in accordance with the theory and practice. They need both theory and practice to review paragraphs and the composition should be coherent. The design of learning model, Implementation, and Evaluation could be developed in teaching writing skill for both Universities students. The activities can be done by combining three aspects of the study: 1. Lecturer's input 2. Lecturer's correction (proofreading), and written communication between students and their counterparts abroad via e-mail. It was found that there was

statistically positive effect against the application of the model of learning to write with attainment findings writes English Competence.

2. Discussion

As it has already been tested, the model of learning writing can be described as follows; Students build good relationship to contact with several overseas partners before starting the course. After that they adhered to the course as usual. Lecturer gives the task for the students to continue their writing at home. When the lecturer assigns the students to do their writing at home, students are also required to practice independently writing via email with partners from abroad. They perform these tasks outside of class hours for writing exercises as an additional assignment. Students are supposed to get the response from their partners and the students also practice responding toward the essay of their partners. At the end, the students are expected to improve their capability in writing and get better and better. Besides that they can develop aspects of; proficiency, vocabulary, and structure. It is predicted that, the competence of the students in these aspects will be higher than previously given via the Internet.

In accordance with the try out activity that have been conducted to implement the writing teaching model. Mostly, the problems occur in the practice of writing outside the classroom using the Internet. During the try out activity they are considered an important aspect and the other is personal. The biggest problems to the implementation of the teaching model of writing and anticipated solutions are as follows: The main difficulty faced by the students when they are practicing writing via email is detected. Looking for partners who are willing to undertake regular email correspondence is not easy job. Students sometimes already successfully performed first contacts with foreign partners to correspond with emails. However, students should look for other partners because the email sent did not reply anymore. We can not blame the Partners considering they have no commitment to do the correspondence. Additionally not all interested partners can follow the procedure of writing. Therefore, students should contact several names for practicing writing English with their partners.

Teaching writing skill at Serambi Mekkah and Muhammadiyah University are not as expected. The number of the students in one class is generally great in number in class training opportunities. Learning is not suitable between the explanation of the theory and practice. Students still need to be trained about the knowledge of English grammar and as well as vocabulary. In addition they need theory and practice for the development and preparation of sentences to paragraphs can be coherent. When they practice writing, students does not use the computer to facilitate the learning process such as spelling check, editing, but the material to be used in the lecturing activity too much. As a result, the opportunity to write becomes less. In the case through practice in classroom students can obtain feedback from the lecturer. Students mostly rely on the input and correction from lecturer in writing exercises. They have less chance to express his/her ideas in English.

3. The Effectiveness and Advantages of model

There are two sub-topics to be discussed. The first, the effectiveness of the models if we compare with conventional learning models and the statistical calculations has shown good impact. Second, we can see the strength of the writing learning model if we compared with the conventional learning model. Clearly, the description is discussed as follows: *First*, the effectiveness of Model: Statistical test results showed that the influence of using the learning models to the aspects of; proficiency, and vocabulary. While statistical tests to see the effect of the implementation of the model is on the aspect of structure. Writing is not shown significantly different results. The findings are shown by both experimental groups of USM and UMUHA, compared to the two control groups.

Second, composition: 1) Statistical test results showed that the experimental class has better impact than the control class. Differences from the score obtained, they are better than the score of students who attend the class with conventional way; 2) Vocabulary/ Structure: It was found that the students' vocabulary got increased. However, their mastering on structure was not developed.

F. Conclusion

The current condition of the teaching model of English writing in USM and UMUHA: Teaching writing at USM and Muhammadiyah University do not

meet the targets as expected. The numbers of students in one class are generally too large for practicing in classroom. Learning is not suitable with theory and practice. Students still need to get knowledge of English grammar and vocabulary. When the practice of writing students do not use the computer to facilitate the process of writing, such as spelling check or editing. The material covered in the writing course is too much; as a result, the opportunity to write becomes less. In this case, through practice in classroom students can obtain feedback from the lecturer. Students mostly rely on the input and correction from lecturer in writing exercises. They get less chance to express his/her English writing skill that can be universally understood. Furthermore, they should be understood from various cultural backgrounds of readers.

The effectiveness of Learning Model need to be developed to improve the students' writing ability of UMHU and USM. Statistical Tests showed that there was a positive effect on the application of learning writing. The effect of applying the learning model to other aspects, namely proficiency, vocabulary and grammar. The influence of the students achieved grades proficiency aspects, vocabulary and grammar performed to compare the acquisition of control class, and experimental class, as well as the combined group control and experimental classes. Based on the results of statistical calculations writing application of learning models only have a positive impact on aspects of proficiency, and vocabulary. The reaction of Students who have followed the model of learning writing; Students consider writing in English is not easy, because it covers a wide range of complex things, such as grammar, vocabulary, cohesion and coherence in the paragraph.

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