

**TEACHING STRATEGIES IN ESSAY WRITING CLASS
IN ENGLISH EDUCATION DEPARTMENT
OF IAIN PURWOKERTO**



IAIN PURWOKERTO

THESIS

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is the most widely used international language. According to Brumfit (2001: 35), English is an international language that it is the most widespread medium of international communication. It cannot be denied that English is the language most needed in this global era because English is used universally in the world of technology, education, economics, politics, culture, and other various fields. In Indonesia, English is a foreign language that makes it public communication. Although English is rarely used as public communication in Indonesia, it has been implemented as a standard for graduation from junior high schools to college. Therefore, English is made into a compulsory subject in junior high schools to college. The importance of English education for students in Indonesia have been included in the academic curriculum in Indonesia.

In general, English skills are divided into two types of skills, namely; receptive and productive skills. The first type of English skill is a receptive skill, which involves someone being able to receive messages in the form of oral or written language. Therefore, listening and reading are classified into receptive skills. According to Brown (2001: 249), listening is an interactive process that involves several different cognitive, psychomotor, and affective mechanisms. Besides, according to Gebhard (2006: 194), reading is how to understand the meaning of writing. Reading is not done alone but in a social context. To be able to understand written language, we depend on our ability to recognize words, phrases, and sentences and in the background language of what we read.

The second type of English skills is productive skill. Productive skills are the opposite of receptive skills. Productive skills involve us in the production of messages both orally and in writing. These productive skills include speaking and writing. Speaking is the delivery of messages through

spoken language. This process can occur through a transactional or interactional process. According to Gebhard (2006: 211), Writing skill needs several components to master, including: word choices, grammar, syntax, mechanics and organization.

Writing is one of the skills in English that many learners consider the most difficult. It is complained by students in primary school to students in a college. Learning to write is a linear process, and the tackling of new skill depends upon mastering the skills that came before it. Writing skill cannot be mastered with only one or two practices, but must be trained and developed again.

IAIN Purwokerto is a high education institution in Purwokerto which have an English Education Department in the Faculty of Education and Teacher Training. Writing is a skill that is quite difficult to master by some students in English Education Department. Writing is one of the mandatory courses for English Education Department students. Writing learning in the English English Department is divided into four classes, namely, Freewriting, paragraph writing, essay writing, and academic writing.

Freewriting is the first class about writing obtained by English Education Department students in the first semester. The course gives learning experiences in writing paragraphs of good and correct English using various expository modes. Classroom activities are focused on various types of sentence forms: classification, definition, process analysis, comparison and contrast, exemplification, and combinations of them. Classroom activities comprise writing on a whiteboard, discussing grammatical mistakes, discussing the basic concept, inquiring of various types, and individual writing assignments.

The next writing class obtained by the English Education Department students is the paragraph writing in the second semester. The course trains students to express themselves through three types of unified and coherent paragraphs, descriptive, narrative, and expository paragraphs. They learn the principles of paragraph writing through modeling, inquiry, discovery, and

practice writing paragraphs as a class and home assignments. The students' achievement is assessed employing their class attendance, activity, portfolio, mid-semester test, and semester exams.

The next writing class is obtained by English Education Department students is the essay writing in the third semester. This course gives learning experiences in writing articles in English for similars and other scientific writing about various topics in the form of essay type. Learning experiences are classroom and outside classroom activities. Classroom activities consist of giving examples, discussing grammatical mistakes, discussing theories and techniques including the characteristics of good writing out the outline into an essay of good and correct English. Evaluation is based on the student's writing including the content, organization, mechanics, grammatical features, etc.

The last writing class is obtained by English Education Department student of IAIN Purwokerto is academic writing in fourth semester. This course aims to help students understand the theory of writing scientific articles well and be able to practice the theoretical knowledge to be able to produce their scientific articles and popular scientific articles that are worth publishing. By its objectives, the academic writing course examines issues related to advanced scientific writing, both theory and practice.

Writing skill is one aspect of language that are very important to be taught for students in college because writing skill is an ability that must be possess by students. In every tertiary high education institution, specifically English Education Department students must be able to write an essay, logically, systematically, formally, and follow the context.

In learning English as a foreign language is compared to the other three skills, writing skill is more difficult for students to master and even by native speakers. It is because the author alone writing skill to master some the linguistic field beyond field at a time and the language itself (content). According to Iskandarwassid (2008: 248), both the elements of language and elements of content (subject matter) must be interwoven in such a way as to produce coherent and coherent writing. In writing learning process, student

have problem in spelling, punctuation, grammar, and usage. Not only have problems in linguistic fields but students also have problems in finding topics and writing content.

This problem is also experienced by students of the English Education Department of IAIN Purwokerto. In some cases, students often experience difficulties in using grammar and choosing words. Besides the lecturer often find errors in the essay's student namely spelling, punctuation, grammar, the structure of text and usage. In writing essays, students still often make mistakes such as errors in structure in paragraphs. In addition to the field of linguistics students also often have difficulty in determining ideas as the topic of their writing. Therefore, the active role of a lecturer is very important to help students problems.

The English learning process can not be separated from the tasks and roles of a teacher and student. Each has an important role in the learning and teaching process. According to Iskandarwassid (2008: 138), in the process of learning a lecturer is a person who works to manage learning activities that enable more effective learning. UU No. 20 of 2003 about The National Education System, Chapter XI Article 39 explains that educators are professionals who are tasked with making teaching strategies and implementing the learning process, evaluating student learning outcomes, conducting mentoring, and training.

According to Gulo (2002), a professional teacher not only thinks about what will be taught and how to be taught but also about who receives the lesson, what is the meaning of learning for students in participating in learning activities Iskandarwassid (2008: 26). Therefore, a teacher must master a variety of teaching strategies to support the learning process. In addition to making variations in the use of teaching strategies in class so that students do not feel bored with the learning process. With mastering various teaching strategies instructors will have many choices of strategies to use in class.

For lecturers, writing teaching strategies can be used as guidelines or references to acting systematically in carrying out teaching activities in class.

In addition to helping lecturers as reference material for the use of learning, writing teaching strategies can facilitate students to understand learning material. This is because students have differences in terms of ability, motivation to learn, socio-cultural background and economic level. This situation is very influential on the activities and student learning outcomes to develop knowledge of skills and attitudes. Therefore, the usefulness of the strategy is to provide a formulation of reference teaching and learning activities to obtain innovative learning experiences about knowledge and the ability to think rationally in preparing students for life into adulthood. In the IAIN Purwokerto English Education Department there are many professional lecturers and experts in their fields. Besides, lecturers from the English Education Department have a variety of diverse teaching strategies and are considered suitable for use in classrooms, including in essay writing classes. Besides having professional lecturers, students of English Education Department also have achievements in academic and non-academic.

Then the researcher meet and interview Mrs. Muflihah, S.S.M.Pd as head of English of IAIN Purwokerto on 19th July 2019. Especially in English Education Department, students get four writing courses namely; freewriting, paragraph writing, essay writing, and academic writing. English Education Department students must be able to master formal writing because in formal institutions all documents must be write in a formal language and following the rules of writing. The problems that are often faced by students in learning writing is the inability of students to use the correct writing system. This can be seen from the presence of grammar errors, inaccurate use of words, errors in spelling, and the inability of students to develop ideas regularly and systematically. Besides, writing formally is still considered difficult by students due to students' lack of familiarity with the use of formal language in English. The strategy used to develop 'various essay writing students' depends on the lecturers who teach in the class. From results finding in the background of the problem, the researcher is interested in researches more detail about the information in the department through the research with the title "Teaching

Strategies in Essay Writing Class in English Education Department of IAIN Purwokerto”.

B. Definition of Terms

This research focus on the teaching strategies in essay writing class in English Education Department of IAIN Purwokerto, to simplify and avoid misunderstanding in the meaning of research focus, the researcher will explain about the mean terms in this research as follow:

1. Teaching Strategies

According to Max McKeown (2011), Strategy is about forming something that will come and is a human effort to achieve the desired goals in a way that has been created previously. Strategy is the overall approach related to the implementation of ideas, planning, and execution of activity within a certain period. Teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Teaching strategies are activities that include techniques carried out by a lecturer starting from planning, implementing activities to the evaluation stage, as well as follow-up programs that take place in an education situation to achieve the learning objectives. In teaching language, teaching strategy is an activity of lecturers to think and promote consistency between aspects of the component. Teaching strategies are chosen by language lecturers in the learning process that can help and facilitate the achievement of learning objectives. A lecturer must choose the right reaching strategies so that students can learn effectively and efficiently.

2. Essay Writing

According to Olson (1992), writing is drafting to give ideas shape and form in the symbols of written language. In this research, writing is a compulsory subject for English Education Department students. There are four writing classes that students attend, one of which is an essay writing class. Essay Writing Subjects are compulsory subjects in the English Education Department which weigh 2 credits. This writing course is given in the odd semester of the lecture which is a prerequisite course for Academic Writing. In this course, students learn about essay organizations, unity, and coherence in essays.

By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. According to Jeremy Harmer (2001: 79), they need to know some of the writing's special conventions (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

C. Research Questions

Based on the background of the problems that has been explained above, so the problem can be formulated in the form of the research questions, as follows:

1. What are teaching strategies used in essay writing class in English Education Department of IAIN Purwokerto?
2. How are the strategies implemented in teaching essay writing class in English Education Department of IAIN Purwokerto?

D. Objectives of The Research

1. To describe teaching strategies are used in essay writing class in English Education Department of IAIN Purwokerto.
2. To implement on teaching strategies in essay writing class in English Education Department of IAIN Purwokerto.

E. Significances of The Research

The result of the research is expected to be use theoretically and practically.

1. Theoretical Significances

The researcher hopes that from the results of this research readers will gain new knowledge and insights. They are also expected to teaching strategies use to improve students' English skills especially in used strategies for improving students' essay writing skill.

2. Practical Significances

The practical significances of the research can be useful form the student, the lecture, other research, and English Education Department of IAIN Purwokerto.

a. For students

The researcher hopes that this research can be an evaluation and correction in improving students' writing skills. Through the research, students can be used as motivation in improving students' writing skills, especially in essay writing.

b. For lecturer

The result of the research is expected to be able to teacher evaluation in using teaching strategies for improving students' essay writing skill. The teacher is expected to be able to improve teaching strategies in essay writing skill.

c. For another researchers

For another researchers, the research can be the reference to them which their research related to this research.

d. For English Education Department of IAIN Purwokerto

The researcher hopes that the results of this study can contribute as a material for consideration and evaluation for the English Education Department of IAIN Purwokerto in taking policies related to improving students' writing skills, especially in essay writing.

F. Literature Review

The literature review is used by the researcher as a reference in conducting research. In this research, the researcher is guided by several researches concerned with research conducted by researchers, namely:

The first, research was conducted by Siti Nurholela, Student of the University of Muhammadiyah Malang English Department in 2013, with the title "*Strategies Used in Teaching Writing in SMK Muhammadiyah 1 Malang*". This research focuses on developing teaching writing strategies to teach students at SMK Muhammadiyah 1 Malang. Developing teaching writing strategies is a must for teachers to make students easy to learn the material. Strategies can make students enjoy in following the learning process. In this research, the researcher focus on the teaching and learning process of writing in English for SMK Muhammadiyah 1 Malang for Nursing students to provide a description or explanation of teacher and student behavior in the teaching and learning process of writing. The purpose of the research conducted by Siti Nurholela is to examine the strategies used by teachers in teaching writing at SMK Muhammadiyah 1 Malang and looking at the problems faced by teachers in implementing writing teaching strategies at SMK Muhammadiyah 1 Malang.

The similarities Siti Nurholela's research with this research is the focus of the research, namely the teaching strategies used to teaching writing. Besides having similarities in this thesis, there are also differences in research locations where Siti Nurholela's located of research in the middle of a vocational high school and this research conducted by the researcher done in high education institutions.

The second, research was conducted by Rifky Dora Wijayati, a graduate student in English Language Studies at Sanata Dharma University, Yogyakarta with the title *"Shared Writing Strategy in Teaching Writing"* in 2014. The focus of research conducted by Rifky Dora Wijayati is the extent to which the process of applying a shared writing strategy in teaching writing has an impact on students' motivation and writing ability. This research aims to describe and express the use of share writing strategy to teach Muhammadiyah 1 Muntilan high school students. This reseach have produc a number of finding, the fistr this research show several emerging themes such as the teacher's understanding of the roles of the teacher. Second, the teacher utilized her previos understanding of major to the students.

The similarity between the Rifky Dora Wijayati's research with this research is to examine the process of using teaching strategies to teach writing to students. Mean while, the differens Rifky Dora Wijati's research with this research is examined in Rizky Dora Wijaya's thesis researching about shared writing strategy in Muhammadiyah 1 Muntilan high school while the research conducted by the reseacher examines all writing teaching strategies used to teach essay writing class.

The third, research was conducted by Rima Kusumawati from English Education Department of IAIN Ponogoro with title *"Teaching Writing at SMPN 1 Balong"* at 2017. This reserach intent to descrtibe of the process, development the component and evaluation of teaching writing at SMPN 1 Balongan Ponorogo. Rima Kusumawati's research focuses on how the writing teaching process runs from what teaching strategies, methods, media, and evaluation are used to teach writing in second grade SMPN 1 Balongan Ponorogo. The result of this study the researcher get great result. The process of teaching writing at SMPN 1 Balongan Ponorogo divide into three steps: preparation, classroom perfomance and evaluation.

The similarity between the Rima Kusumawati's research with this research is to examine the teaching writing process to students. Mean while, this research differe between Rima Kusumawati's on focus of reserach. Rima

focused on how learning process of writing in SMPN 1 Balongan Ponorogo and while this research focuses on how to apply teaching strategies in essay writing class.

G. Structure of the Research

This research consists of five chapters. The simple explanation about the chapters are as follows:

Chapter I is an introduction that contains the background of the problem, definition of terms, research questions, objectives of the research, significances of the research, literature review, and the last structure of the research.

Chapter II contains theoretical basic that consists of two parts. The first part is the review of teaching essay writing, definition of teaching essay writing, components of teaching writing, and systematic of teaching writing. The second part is writing teaching strategies, definition of teaching strategies, principle of teaching strategies, the objectives of teaching strategies, the role of teacher in learning writing, and kind of writing teaching strategies.

Chapter III contains the research method that includes the type of research, research location, data sources, data collecting techniques, and data analysis techniques.

Chapter IV contains the presenting and analyzing data about kinds and how to implement writing teaching strategies in essay writing class in English Education Department of IAIN Purwokerto. In this contains three subchapters, first about profile of English Education Department of IAIN Purwokerto, vision and mission, history of IAIN Purwokerto, lecturers of English Education Department of IAIN Purwokerto, and facilities and infrastructure in IAIN Purwokerto. Second is data distribution.

Chapter V is closing which consists of conclusion, suggestion, and closing remarks. Meanwhile, in the last part of this thesis contains references, appendices, curriculum vitae, and bibliography.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and studies of researchers in previous chapters, researchers draw the following conclusions:

1. There are three types of writing teaching strategies lecturers use in essay writing classes are as follows; modeled writing, guided writing, and independent writing.
2. In the learning process, in addition to providing material about essay writing lecturer also provide examples of some text to students to make it easier for students to understand the learning material. Essay writing learning material focuses more on the process of writing material and writing practice for students. In the writing process, students always get feedback from lecturers in the form of responses and comments in the student writing sheet. To be following English Education Department students not only learn about writing skills but students teach to find mistakes and correct a piece of writing because in the future students will become English teachers.

B. Suggestions

After the researcher completed the research and found teaching strategies used in essay writing class at the English Education Department of IAIN Purwokerto, several suggestions need to be found as an implication of the results of this research as follows:

1. Lecturer

The lecturer is expected to continue to develop existing teaching strategies so that they can make the learning process more effective and enjoyable for students. Lecturers are also expected to still maintain and improve student discipline in doing assignments.

2. Students

Suggestions for all students of IAIN Purwokerto particularly for students of English Education Department, don't be too fixated on the material and assignments were given by lecturers, but start to study independently and multiply to read books. Besides, students are also expected to increase discipline in learning and doing assignments so that the learning process can run smoothly.

3. IAIN Purwokerto

Suggestion for IAIN Purwokerto from researchers is to expand the wifi network on campus because in this global age the learning process is not only held in the classroom but at this time the class can also be held online, therefore to make it easier for students to access wifi internet need to be improved again and not just limited to certain places.

The logo of IAIN Purwokerto features a stylized yellow mountain or peak shape composed of three stacked, upward-pointing triangles. Below this graphic, the text "IAIN PURWOKERTO" is written in a bold, teal-colored, serif font.

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