

STRATEGIES USED BY LECTURERS IN TEACHING WRITING

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Abstrak

Strategi dalam menulis yang bisasa digunakan oleh dosen adalah STOP, AIM, PLAN, KWL, plot diagram, WRITE, DARE, CDO, color coding, COPS, job card, sumarization, collaborative writing, word processing, inquiry activities, TTW and pictures. Tujuan penelitian ini untuk mengetahui strategi apa yang digunakan oleh dosen dalam mengajar menulis di STKIP abdi pendidikan payakumbuh. Peserta dalam penelitian ini adalah dosen program bahasa Inggris yang telah mengajarkan keterampilan menulis di kelas. Dalam mengumpulkan data, peneliti akan menggunakan wawancara. Dalam memilih sampel, peneliti menggunakan purposive sampling. Peneliti menggunakan peerdebriefing untuk memeriksa kebenaran data atau informasi yang diperoleh peneliti. Dalam menganalisis data, peneliti melakukan mengelola data, membaca atau memo, mengklasifikasikan, menafsirkan, menulis laporan. Setelah menganalisa, peneliti menemukan strategi yang digunakan dosen dalam pengajaran menulis adalah STOP, AIM, PLAN, Plot diagram, WRITE, CDO, COPS, SRSD, Smmarization, inquiry activities. Strategi yang jarang digunakan dosen dalam pengajaran menulis yaitu KWL, job cards, CW, Word processing, pictures dan TTW. Kemudian strategi yang tidak pernah digunakan oleh dosen dalam pengajaran menulis adalah strategi collor coding.

Key words: Strategi, Dosen, Pengajaran menulis

Abstract

Strategies in writing that usually used by lecturers are STOP, AIM, PLAN, KWL, plot diagram, WRITE, DARE, CDO, color coding, COPS, job card, sumarization, collaborative writing, word processing, inquiry activities, TTW and pictures. The purpose of this reseach was to know the strategy used by lecturers in teaching writing at STKIP Yayasan Abdi Pendidikan. The research participants were English Department lecturers who teach writing. In collecting the data, the researcher used interview. In choosing the participants, the researcher used purposive sampling. The researrhcer used peer-debriefing in checking data trustworthiness that got by the researcher. In data analysis, the researcher did Data managing, Reading or Memoing, Classifying, Interpreting, Writing Report. After analyzing, the resercher found that strategies used by lecturers in teaching writing were STOP, AIM, PLAN, Plot diagram, WRITE, CDO, COPS, SRSD, Smmarization, inquiry activities. Stratgies that seldom used by lecturers in teaching writing were KWL, job cards, CW, Word processing, pictures dan TTW. Then, strategies that never used by lecturers were color coding strategy.

Key words: Strategies, Lecturer, Teaching Writing

INTRODUCTION

One of the English skills is writing. It is the process of putting someone else's thoughts in writing. Writing, in Lindner's words (1988:007), is just thinking on paper. It indicates that one's thoughts are

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expressed in writing form after being poured onto paper. Writing is a technique of expressing thoughts on paper, and it is one of the productive abilities that students and writers must learn. Therefore, teaching writing is exceedingly challenging and complex. Because it necessitates in-depth knowledge and ample practice time, many teachers choose to disregard it.

Additionally, teaching writing is a continuous process that is made easier in a number of ways by the passage of time. Teaching writing, according to Coffin in Prima (2015:3), is the effort made by the teacher to help the students understand how to write, with an emphasis on both the form and the content of the language used and the organization of the text, including the development of arguments, grammar, and punctuation. A lecturer is someone who teaches to college students. To impart the best knowledge to their students, they employ several strategies.

However, strategy is the overarching method used to apply ideas, plan, and carry out a task within a specific time frame. According to Ahmad in Irikawati (2017:11), the strategy is meant to be a teacher's effort in setting up a framework that supports the teaching process and facilitates the achievement of the established learning objectives. However, in order to ensure that every student succeeds in studying English, particularly in writing skills, instructors require a variety of strategies.

The lecturers typically employed STOP, AIM, PLAN, KWL, plot diagram, WRITE, CDO, color coding, COPS, and job card when teaching writing strategies. In order to teach writing strategies, the lecture typically used summarization, group writing, word processing, inquiry exercises, TTW, and pictures. Some professors require it to ensure the success of their classes. The lecturers can therefore explore their students' knowledge of what they write in the teaching-learning process by implementing the strategies.

The lecturer is a facilitator in the classroom who helps students learn during the teaching-learning process. It is consistent with Khamkhien's assertion in Erdina (2015:1) that the lecturer facilitates class interaction and needs time to prepare materials for interactive settings. Therefore, the lecturers used several strategies like the STOP method, AIM, and others when teaching writing in the classroom. Therefore, the lecturers used those tactics to teach writing in the classroom.

Regarding to teaching writing strategy, Graham et.al (2016) mention some strategies related to teaching writing:

- a. STOP strategy, suspend judgment and brainstorm ideas, take a side on the topic, organize ideas, plan more as you write.
- b. AIM strategy, Attract the reader's attention at the start of the paper. Identify the problem so the reader understands the issues.
- c. PLAN strategy, pay attention to the writing assignment by identifying what you are asked to write about and how you should develop your essay, List your main ideas, Add supporting

ideas, elaborations, to each main idea, Number the order in which you will present your ideas.

- d. KWL strategies, Create a K-W-L chart using a word processing program, where the first column represents what you already know about your topic, the second column represents what you want to know about the topic, and the third column represents what you learned about the topic.
- e. Plot diagram/freytag pyramid strategy, To develop the plot of a story, complete each section of a Freytag pyramid prior to writing: the exposition or introduction, inciting incident, rising action, climax, falling action, and resolution or conclusion.
- f. WRITE strategy, Work from the ideas you developed during the planning component to develop your thesis statement or claim, Remember to use the writing goals you established before starting to write, Include transition words for each paragraph, Try to use different kinds of sentences, Use Exciting, interesting words.
- g. Color coding strategy, Using different colored fonts in a word processing program or using different highlighters, color code your essay to identify the use of different writing elements.
- h. CDO strategy, compare, Diagnose, and Operate by reading a sentence and deciding if the sentence works.
- i. COPS strategy, Have I Capitalized the first word of sentences and proper names? How is the Overall appearance? Have I put in commas and end Punctuation? Have I Spelled all words correctly?.
- j. Job card strategy, one person's job may be to look for spelling errors, another person's job may be to ensure the paper contains strong verbs and consistent verb tense, and a third person's job may be to verify that the paper uses quotation marks properly throughout.

Moreover, Graham and Perin (2007) add some strategies in writing such as :

- a. SRSD (self-regulated strategy development) is characterized by explicit instruction of writing strategies and self-regulation procedures (e.g., self-assessment and goal setting), as well as individualized instruction and criterion-based learning.
- b. Summarization, which involves explicitly and systematically teaching students how to summarize texts.
- c. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.

- d. Word Processing, which uses computers and word processors as instructional supports for writing assignments.
- e. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

The next teaching strategy involves TTW. The Tink-Talk-Write technique incorporates time for thought, reflection, concept organizing, and idea testing before students are required to write, according to Huinker and Laughlin in Suminar (2015:300). Using pictures is the final teaching strategy for writing. Sa'diyah in Sesrica (2017:4) claims that a picture might increase students' interest and make writing assignments more engaging.

RESEARCH METHODOLOGY

The research used a descriptive research design. Gay (2012) said that descriptive research is a type of survey research (p. 183). This research involves gathering information to test hypotheses or to respond to inquiries about public opinion on a particular subject or problem. In this study, the researcher seeks to understand the methods that lecturers in the 2019–2020 academic year utilized to teach writing skills in the English study program.

This study was conducted at STKIP Abdi Pendidikan Payakumbuh. Participants in the study were professors who had experience instructing writing in classroom settings. Data for this study came from interviews with lecturers. Gay & Airasian in Widodo (2011:6) suggested the following phases for interpreting qualitative data: Data managing, Reading or Memoing, Classifying, Interpreting, Writing Report.

DISCUSSION AND RESULT

This data is taken through interviews 2 lecturers who teach writing courses. Based on the interview result, strategies used by lecturer in teaching writing is described through the following table:

Table 1: Lecturers' responds

Strategy	Responses		Total
	L1	L2	
1. STOP	√	√	2
2. AIM	√	√	2
3. PLAN	×	×	0
4. KWL	×	×	0

5. Plot diagram	×	×	0
6. WRITE	×	×	0
7. CDO	×	×	0
8. Color Coding	√	×	1
9. COPS	√	√	2
10. Job Cards	×	×	0
11. SRSD	×	×	0
12. Summarization	√	√	2
13. CW	×	×	0
14. Word processing	×	√	1
15. Inquiry Activities	√	√	2
16. Pictures	×	√	1
17. TTW	×	×	0
Total	6	7	13

The lecturer employed six strategies to teach writing, including the STOP strategy, AIM, color coding COPS, summarization, and inquiry activities, according to the table above, which summarizes the 17 strategies that lecturer 1 used. The lecturer then employed 7 strategies to teach writing, including the STOP strategy, AIM, COPS, summarization, word processing, inquiry activities, and pictures strategy, based on an interview with the lecturer 2 regarding of the 17 strategies.

As can be seen from the table, lecturer 1 and lecturer 2 frequently employ the STOP strategy, AIM, COPS, summarization, and inquiry activities when teaching writing. In addition, lecturers never employ the following strategies while teaching writing: Plane strategy, KWL, Plot diagram, Job Cards, WRITE, CDO, SRSD, CW, and TTW.

As a result, the explanation above means that lecturer 1 used 6 (six) strategies while lecturer 2 used 7 (seven) strategies when teaching writing. In addition, the lecturer never use the Plane strategy, KWL, Plot diagram, WRITE, Job Cards, CDO, SRSD, CW, and TTW when teaching writing.

There are numerous strategies that the lecturer can use to teach writing. However, the researcher of this research only mentions a few of them. STOP, AIM, PLAN, KWL, plot diagram, WRITE, CDO, color coding, COPS, job cards, SRSD, summarization, CW, word processing, inquiry activities, pictures, and TTW are the strategies. After doing the research, the researcher has come to the conclusion that STOP, AIM, COPS, summarization, and inquiry activities are the most common writing strategies used by the lecturers. Writing strategies are organized sequences of mental, physical, or both acts that writers adopt to accomplish their objectives Graham (2016:6).

In the STOP strategy, the lecturer talks to the class about something they've seen and instructs them to make the process; after that, to organize the ideas, the lecturer brings two cards to class and shows the students what's inside. Patricia in Putri (2015:3) a easy technique to help focus wandering minds is the STOP staretgy.

In the AIM strategy, the lecturer provides some motivation to the students, but writing is crucial—you must write a thesis in order to graduate. When trying to identify the issue, try to think of any English classes that stand out as challenging, such as those with sleepy students or lecturers who don't speak English. A list of these issues is then created.

The next technique is COPS, according to the lecturer, there is a mechanic to writing and the usage of capital letters is part of the assessment. The COPS strategy, according to Nancy and Barbara in Alhafizh (2013:424), aids students in recognizing four fundamental error categories. Because English is different from other languages, the lecturer instructs students on how to summarize in this strategy.

The last strategy is inquiry activities, which should actively involve students in order to develop their ideas. Thus, lecturers will probably find it simpler to implement these strategy while instructing writing, and students will probably be able to understand scientific work more quickly or receive more guidance when completing an assignment. Therefore, it's possible that these strategies encourage students to express their views in the form of opinions in written work. Therefore, it may allow students to enjoy writing without worrying about whether it is correct or not. This strategy most likely supported students' revision efforts.

In addition, lecturers rarely employ the strategy of color coding and pictures when teaching writing. Additionally, the researcher discovered that the following strategies are never employed by lecturers when teaching writing: PLAN, KWL, Plot diagram, WRITE, CDO, Job cards, SRSD, CW, and TTW. Therefore, it might not be appropriate for usage in college; instead, junior high or senior high school would probably be a better fit for the color coding.

The researcher also discovered additional techniques that lecturers employ to teach writing, including Divide some groups, guided questions, reading, and self-assessment. The lecturer divides the class into different groups and first explains the content in writing form before trying to get the group to practice, then they correct each other, and finally the lecturers talk about the mistakes that students' make as a group. The lecturer explained reading strategy by saying that students write after reading.

Another strategy is guided question, for which the lecturer explained that the students are given questions from which they draw their answers. The lecturer stated in the self-assessment strategy that the student participates in his writing and is guided, therefore when the lecturer teaches writing there is a guide that is known as an assessment. For instance, if I created this topic, wrote it in the proper simple tense, added a pronoun, and used this, the lecturer would check it later, do it while he was writing it, and check it first with that. He would also have created this topic, which is still unrepaired.

CONCLUSION

The discussion of the strategies employed by the lecturer to teach writing at STKIP abdi pendidikan payakumbuh is the main focus of this study. In conclusion, STOP, AIM, PLAN, Plot Diagram, WRITE, CDO, COPS, SRSD, Summarization, and Inquiry Activities are the lecturers' strategies for teaching writing. Then, KWL, Job cards, CW, Word processing, Pictures, and TTW

are the instructional strategies that lecturers utilize the least frequently when teaching writing. In addition, lecturers never employ the color coding strategy when instructing writing.

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