

## THE TEACHING METHOD USED BY THE LECTURER IN TEACHING WRITING COURSE

Rezky Uspayanti<sup>1</sup>

<sup>1</sup>Universitas Musamus, Merauke, Indonesia  
rezky05@unmus.ac.id

**Abstract:** *The teaching method is one of the important aspect in achieving learning objective. The teaching method used as the way to attract the interest in learning. The purpose of this research was finding out the teaching method used by the lecturer in writing subject that focused on paragraph writing. This research was done in Musamus University exactly in writing class. This research was qualitative method that the data was taken through interview. The result of interviews was analyzed in qualitative by descriptive form. The result of this research namely there were three kinds of teaching method used namely inquiring method, clustering method, and task-based learning method. The lecturer reasons using the methods in teaching because the methods could help the students to understand the paragraph writing and made students more active in learning.*

**Keywords:** *Teaching method, teaching writing, paragraph writing*

**Abstrak:** Metode pengajaran merupakan salah satu aspek penting dalam mencapai tujuan pembelajaran. Metode pengajaran digunakan sebagai cara untuk menarik minat belajar. Tujuan dari penelitian ini adalah untuk mengetahui metode pengajaran yang digunakan dosen dalam mata kuliah menulis yang difokuskan pada penulisan paragraf. Penelitian ini dilakukan di Universitas Musamus tepatnya di kelas menulis. Penelitian ini menggunakan metode kualitatif yang pengambilan datanya dilakukan melalui wawancara. Hasil wawancara dianalisis secara kualitatif dengan bentuk deskriptif. Hasil dari penelitian ini yaitu ada tiga macam metode pengajaran yang digunakan yaitu metode inquiring, metode clustering, dan metode pembelajaran berbasis tugas. Alasan dosen menggunakan metode dalam mengajar karena metode tersebut dapat membantu mahasiswa memahami penulisan paragraf dan membuat mahasiswa lebih aktif dalam belajar.

**Kata kunci:** Metode pengajaran, pengajaran menulis, penulisan paragraf

### Introduction

English become a modern language connecting people from every country that have different language including Indonesia. English also one of the subjects included in the National Examination in Indonesia. That is why English is a compulsory subject for students in Indonesia, so they are required to be able to master the existing skills in English. The meaning of focused input are involves learning through listening and reading, and the meaning of focused output including speaking and writing. According to Muhammad Hasby (2014: 2) writing is one of the most need in formal study, especially for students in English Education Department.

Another opinion from Melanda, Yendra, and Astuti (2016) they mentioned that writing is a skill for students' ability to produce language communicated. By writing, students can pull all the ideas in his mind. After all, writing is a skill required for students and become important for them. Because writing is become important for the students, they need to learn it well. In order to make the students have any interest in learning, the lecturer have to make any

teaching method to get students interest in learning. the researcher analyze what methods are used by the lecturer that teach in that class to be able to help students with their difficulties in writing subject. This research was expected to be useful for the researcher, the other researcher and the readers to know what kind of method that the lecturers can use in teaching Writing course. Sudjana (2005: 76) argues that the method is a through planning to present the language learning materials regularly, there is no conflicting part, and all based on a particular approach. Learning methods are carried out regularly and gradually in different ways to achieve certain goals under different conditions. The method is procedural meaning that the application in learning is done through the steps that are regular and gradually starting from the preparation of teaching planning, teaching presentation, teaching and learning process, and assessment of learning outcomes.

Writing is an intentional, social communication that involves literacy as well. Raimes (1983: 3) also supported the opinion above when he said the reason for teaching writing must frequently communicate with each other in writing and writing reinforces grammatical structures, idioms, and vocabulary. Students do not write very often and most of what they write is classroom-bound, the most important factor in writing is that students need to personally involve in order to make a great learning experience, Adas and Bakir (2013: 254). Another statement from Hamp-Lyons in Nunan (2010:23-24) states that there are three stages in the process of writing, they are pre-writing, writing, and rewriting.

Paragraph writing is a subject which is taught in most English writing university classes. In this class they are learn how to make a good paragraph. A good paragraph is important in academic, a good paragraph is critical as it helps the readers to understand the content of writing (Andi 2016: 35). Almost every piece of writing is longer than a few sentences should be organized into paragraphs. This is because paragraphs show the reader where the subdivisions of an essay begin and end, and this help the reader see the organization of the essay and grasp its main points. According to Kristin (2016: 86), generally there are three main components in a paragraph. They are, a topic sentence, supporting sentence, and concluding sentence.

There are many methods that the lecturers can use for teaching writing according to some experts namely clustering method that when people are going to write, they need to find out what they know about a topic. According to Tita (2011: 13) clustering is a creative activity because when creating a clustering, people tries to find things and any ideas related to the topic. This is very easy and interesting way to write a text for the learners. The second is Circle Time Method that the lecturer use for teaching writing by making groups of the students. According to Ali (2009: 2) using this method is effective to stimulate students

actively to carry out their exploration activities according to the topic of each group. This method is focus on students as the subject of learning and the students are helped in their self-development accordance with their potential. The third is Task-Based Learning that can be used to improve writing skills is Task-Based Learning. In teaching and learning process that use task-based learning, the students are given tasks in the form of communication learning activities in the target language that are more concerned with meaning than form. This research was expected to be useful for the researcher, the other researcher and the readers to know what kind of method that the lecturers can use in teaching Paragraph Writing Subject to make the students interest in learning that subject.

## **Method**

The research is qualitative method because the result of the interview was analyzed in qualitative then the data is presented in numerical percentage and the result of interviews was analyzed in qualitative by descriptive form. In collecting the data, the researcher used interview that consisted of 8 questions related to teaching method. The researcher conducted research to English lecturer in Paragraph writing subject at third semester of English Literature Department of Musamus University. Participants in this study are paragraph writing subject's lecturer who teach writing. In collecting the data, the researcher entered to the class by seeing the process of teaching writing paragraph with three meetings. After seeing the process of teaching, the researcher did the interview to the teachers related to the teaching methods used in teaching writing paragraph.

## **Result and Discussion**

Based on the interview, researcher found that the teaching method used by the lecturer is very good and the way the lecturer teaches is very interesting. According to the interview, researcher found out that the lecturer used Task Based Learning method by giving creative task and Inquiring method by direct the students to inquire any question about what they want to know and what they need to know about the terms given. According to Tita (2011: 13) clustering is a creative activity because when creating a clustering, people tried to find things and any ideas related to the topic.

Here the some examples of the result of interview that was done by the researcher to find out the teaching method used.

*Sure, actually. Because first, I try to combine the method I used. Not just metode ceramah because I think it is a conventional method and I prefer to direct them to the inquiring method, so they will try to find out what they need to know and what they want to*

*ask when I gave them a general terms or general idea regarding to the paragraph writing. From there they will ask questions. Inquiring method is a method that explores the questions that are in their heads and then they convey. From there, I think they have a lot of space to explore what they want to know from paragraph writing. (English Lecturer)*

*There are many creative tasks but first I must know what I have to teach to the students because there are many things to explore in paragraph writing such as, expository paragraph, argument-tative paragraph, narrative paragraph, and descriptive paragraph. Because of that when I teach the students, the tasks I gave would be according to what I wanted them to understand without limiting the writing of the students. (English Lecturer)*

As the interview with the lecturer, he said that first he must know what he has to teach to the students because there are many things to explore in paragraph writing such as, expository paragraph, argumentative paragraph, narrative paragraph, and descriptive paragraph. The lecturer said because of that when he teaches the students, the tasks he gave would be according to what he wanted them to understand without limiting the writing of the students. As Wills (2010: 27) said, creative tasks often called projects and following by students' groups on many creative tasks that more free.

*Sure, actually. Why? Because paragraph writing lead in create something that more structure. We have to make general media and also general things that can be useful for the university especially for English Education and English Literature department. But for paragraph writing I think we need to have our own module not just using others books but we can try to produce our own media or resources to be used. (English Lecturer)*

Thus, those method could motivate the students in learning as the result of interview that the lecturer said by doing that in class, the students seem enjoyed the class and have a high motivation in learning paragraph writing. *He said that the students in his class have a high curiosity and he believe that most of his students are highly motivated and high spirit in learning paragraph writing.* As Harmer (1991:51) said, "motivation is a kind of internal drive that drives someone to do or think to achieve something", motivation also an aspect of interest.

It is suitable with Chou (2011: 47-60) said that, students consider that writing is important since it is starting point for publishing their work and a way to let other people know their interests. As the lecturer said in the interview, the students really can explore themselves in this subject because he used to combine the method in his class like lecture and inquiring method to make the students can find out what they want to know and what they want to ask when the lecturer give them any general ideas regarding to the paragraph writing.

In teaching writing, the lecturer also used module in teaching. According to the lecturer in the interview he said that he uses *20 Minute Success in Writing* module because it is very simple and the students can also use it because the module is easier to understand by the students. As Kandarp (2013: 169) said that all kinds of subject are being taught through modules and it is a recent development based on programmed learning; a well establish and universally recognized phenomenon.

The lecturer in the interview also said that the feedback of the tasks divided into 2 parts. The first one, he gave it personally after the task submitted and using word tracking to show the mistakes or the error from the paragraph that the students made and then he leaves comment on the error or mistaken words and sentence. And the second part, when they have their meeting, he will give the students general feedback regarding to the mistakes and error on their tasks.

## **Conclusion**

According to the interview with the lecturer and the students, researcher concluded that the lecturer combines 3 types of method in teaching paragraph writing subject. The first one is Clustering method where the lecturer leads the students to making a note of ideas that relevance with the fact that the text that will be written. The second one is Task-Based Learning, in this method the students are motivated by their desire to learn through giving assignments which included, listing, ordering and sorting, comparison, problem solving, sharing personal experiences, and creative tasks.

The last one is inquiring method, inquiring method is a student-centered method of education focused on asking questions. The lecturer said in the interview that inquiring method is one of the methods that he uses in his class in order to make the students feel free to asking questions which are meaningful to them. The method requires a student to question the truth and accuracy of the information obtained. This method is the most important method he uses in class according to the lecturer because it makes students more active in learning paragraph writing.

## **References**

- Adas, D., & Bakir, A. 2013. *Writing Difficulties and New Solutions: blended Learning as an approach to Improve Writing Ability*. International Journal of Humanities and Social Science.
- Andi, W. 2016. *Paragraph Writing of Academic Texts in an EFL Context*. Universitas Muhammadiyah Yogyakarta.
- Ali, M. 2009. *Pengembangan Pengajaran Writing Melalui Metode Beyond Centers and Circle Time Mata Kuliah Bahasa Inggris di PGSD*. Universitas Negeri Yogyakarta.
- Chou, L. 2011. *An Investigation of Taiwanese Doctoral Students Academic Writing at a U.S. University*. Higher Education Studies, 47-60.

- Harmer, J. 1991. *The Practice of English Language Teaching*. New York: Longman.
- Hasby, M. 2014. *Mendorong Siswa untuk Menulis di Dalam Bahasa Inggris (Mahasiswa Semester V Program Studi Pendidikan Bahasa Inggris Universitas Cokroaminoto Palopo)*. Universitas Cokroaminoto Palopo.
- Kandarp, S. 2013. *Modular Method of Teaching*. Haribapa Arts & Commerce College, Jasdan. Gujarat (India).
- Kristin, M. 2016. *Writing Effective Paragraphs*. Texas Tech University.
- Melanda, et.all . 2016. *The Factor of Student Interest in Writing Activity (A Study at Eight Grade Students of Junior High School 23 Padang)*. College of Teaching Training and Education West Sumatera.
- Nunan, I. 2010. *Improving Students' Writing Skill of Narrative Texts by Using Short Videos (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 2 Temanggung in the Academic Year of 2009/2010)*. Surakarta.
- Raimes, A. 1983. *Technique in Teaching Writing*. New York: Oxford University Press.
- Sudjana, N. 2005. *Dasar-dasar Proses Belajar Mengajar*. Sinar Baru Algesindo. Bandung.
- Tita, N. F. 2011. *Improving Students' Writing Ability Trough Clustering Technique*. Universitas Islam Jakarta.