



## THE CORRELATION BETWEEN TEACHER'S STRATEGIES AND STUDENTS' WRITING ABILITY

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### **Abstrak**

*The purpose of this research is to identify a correlation between teacher's strategy and students' writing ability. Teachers have to modify their strategies in teaching writing related to their students performances, abilities and backgrounds. The first phase of the project involves a screening interview where we identify students' difficulties in writing. We also use students' writing products to validate answers on the screening interview. The final phase involves observations and questionnaires where we use several assessments to confirm the student's diagnosis and examine the connection between their abilities and strategies that teacher used. The result shows that the teacher's strategies in teaching writing boost students to develop their ideas in writing, especially in enhancing vocabulary and getting better at grammar. Lastly, it is suggested to the teacher to be able to use the strategies in the classroom called cognitive, meta-cognitive, affective and social.*

**Keywords:** *Correlation, strategy, student, performance*

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### **INTRODUCTION**

As a student who graduated from Department of English Language Education at UIN (Universitas Islam Negeri Ar-Raniry ~ Ar-Raniry State Islamic University) Banda Aceh, Indonesia. I presume that there was something wrong either with the strategies or with the conditions in the classrooms when we were studying English writing. Comparing with other students from different units, the teacher used different strategies of concept in teaching writing. So that I would like to figure out what the strategies used by the teachers who are teaching writing class that might be changed in the future to get the better result of teaching writing class. I

believe that by knowing the strategies of teaching writing which is used by the teachers, and also the obstacles faced by the students, they will change to the better strategies and make the ability of students in writing will be improve.

Based on that reasons, in this study I am interested in conducting a research about lecturer's strategies in writing, the focus of my study will be the strategies used by teachers in teaching writing and also the ability of the department students in writing. From the research, it is expected that all students will be better at the process of English writing. I believe that students' ability in writing depends on the strategies used by the teacher. Based on that reasons, the writer considers that strategies used by teachers and students' writing ability play important role in improving English writing skill, and they have strength which should be proved by the result from this research. So, the writer is interested in conducting a research entitled: **"The correlation between Teacher's Strategies and Students' Writing Ability (A study At Department of English Language Education, UIN Ar-Raniry)"**

The research questions for this research are: What are the problems faced by Department of English Language Education students in writing ability? What are strategies used by the teacher in teaching writing?

## **REVIEW OF LITERATURE**

There are four skills in English namely listening, speaking, reading, and writing. Those skills can't be separated from one to another. In this research, I will focus on the writing skill and the strategies that used by teachers in teaching it. The word "strategy" means a plan that

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indented to achieve a particular purpose, (Hornby, p. 1336). So, strategies by the lecturer in this case mean a plan to achieve students' writing skill. Then, writing is activity of writing, or way in which a person forms letters when writing, handwriting or works of an author or on a subject. The combination of those words constitutes a single meaning. The word "write" means "make letter or other symbols on a surface" (Hornby, p. 1480).

Since the aims of this research are to find out students' problem in their writing skill, and to figure out what strategies that used by teachers in teaching writing. The writing meaning in communication is a process of expressing ideas, wants, hope, and thoughts visually from the writers to the readers. By having good ability of writing, it will greatly increase students' ability language skills. The purpose of language is to deliver the information as a communication tool. Sometimes, writing is used as a language skill used for communication indirectly with other people. This skill is very important in written communication that contains information and ideas to be delivered to the readers.

Furthermore, writers have to think out of sentences and consider various ways of combining and arranging them. It needs the organization of thoughts and argumentation that put into a coherent and logical way. In order to be understood by readers, the writer should be able to write the subject matter accordingly. They have to pay attention to the content related to their writing.

It can be interpreted that writing is a vital way of communication to translate our mind into written language which has many advantages both for readers and writers.

Writing is one of English skills. Every skills has the purpose; each purpose must be reached by the other skills. Hence, the purpose of writing ability is to show and deliver the ideas that writers/students have. Writing ability is an effort to describe the ideas through writing.

Reinking Hart Von Der Osten (2007) says organize writing well and to get good respect from the readers, someone has to determine first the purpose of his writing before he writes. Clear purpose should guide the effort in writing. Purpose, as people might expect, grows out of the writing situation. Someone explores the consequence of the greenhouse effect in a report of his science instructor. One writes an editorial for the college newspaper to air his frustration over inadequate campus parking. Clearly, one's purpose stems from the writing situation (p. 4).

Based on the statement above, it can be concluded that the target is very important to produce a better writing, by having a purpose someone can aim his writing to the specific intent to make it clearer for the readers. In addition, by having purpose a writer can write easily and the readers can identify the writing based on his purpose.

We believe that writing is one of the important skills for the whole language learners; it is the way to express ideas. In learning writing all of students must make effort to increase their ability in learning writing. Pajares (2003) stated that, "since writing performance is essential, it is important to identify skills that enhance student achievement in writing" (p. 153). In teaching writing, especially for students who are taking the first English writing class, teacher should introduce them the basic elements of sentence. As an example, a complete sentence must have a "verb". A "verb" informs the reader what is happening in the sentence, etc. In short, students are expected to be able to read complete sentences. Complete sentences help the readers follow what writer says.

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In addition, Hoffman stated that "The five steps of the writing process (drafting, revising, editing, proofing, and publishing) were identified as essential to the teaching of writing" (1998, p. 104). Based on that statement, we can say that there are five main processes in teaching writing. Those processes are related each other. Every process has different function to make writing perfect both in ideas of the writing or in its structure.

Many strategies have been found by experts for learning and teaching writing. In conclusion, writing is a productive activity which has many purposes and gives many effects toward society. Some strategies are needed by a writer to make him/her able to write well.

There are four strategies that can be used by a teacher in teaching writing namely cognitive, meta-cognitive, affective, and social. These four strategies can be used to improve student's achievement in learning writing. Richards & Renandya (2002, p. 121) stated that there are four strategies in teaching, there are:

#### **a. Cognitive**

Cognitive strategies involve the identification, retention, and retrieval, of language elements. For example, students may use memory in enhancing strategies. The writer means by cognitive skill will help someone sees how the impact of learning, such as reasoning, analyzing, summarizing.

#### **b. Meta-Cognitive**

Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For example, students may develop a plan for monitoring their progress by constantly comparing

their current level of proficiency with the course goals outlined in the curriculum.

The writer means meta-cognitive is knowledge of students own thoughts and the factors that influence their thinking, such as paying attention, planning for language tasks, and monitoring errors.

**c. Affective**

Affective strategies are those that serve to regulate emotions, attitudes and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading materials. The writer means affective is attitude, feeling and emotional, such as self-encouragement through affirmations, and self-reward through praise.

**d. Social**

This strategy refers to actions that learners take to interact with users of the language. For example, students may deliberately seek out opportunities to use the target language with native speakers. The writer means social is related to human society, such as asking questions, cooperating with native speakers, and becoming culturally aware.

In short, those strategies are better to be used all in one process of teaching. The more frequent those strategies are used the better the students can increase their writing ability.

Writing is one of the important skills that language learners need to learn. Writing is an essential component to be known by students, not only used for their academic practice, but also later in their professional life.

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Moreover, teaching how to write successfully gets even more complicated and challenged for language teachers. However, many teachers agree that in the classroom, writing should get much more attention rather than other skills as reading, speaking, and listening. Yet many teachers and students consider writing skill as the most difficult subject of language skills to be learned.

There is no doubt that most teachers believe that they have mastered their professions in teaching. The truth is that they need to reflect on their actions and the consequence of those actions. Nonetheless, teacher have to know and able to use many strategies in teaching, teaching strategies used by a teacher have very strong power to meet the goal of teaching and learning process.

When teachers teach writing course, s/he not only teaches how to develop the ideas in writing, but also pays a serious attention on how to write English sentences grammatically and systematically. I mean teaching and learning strategy in the general form of teacher's activity, and the students in realization of teaching and learning activity in order to get the purpose of what have been taught.

## **METHODOLOGY**

This research will be conducted in State Islamic University of Ar-Raniry Banda Aceh, which is the third State Islamic Institution in Indonesia that had been established on October 5, 1963. Since its existence, UIN Ar-Raniry has been successively led by ten rectors, and now it's led by Prof. Dr. Farid Wajdi, MA since 2009.

Tarbiyah faculty (Education faculty) focuses on the field of education and candidate teacher training. This faculty consists of some departments; they are Department of English Language Education (PBI), Arabics Department (PBA), Mathematics Department (TMA), Islamic Education Department (MPI), Natural Knowledge Department (PBL), Chemistry Department (PKM), and Physics Department (PFS).

Education faculty is one of favorite faculties in UIN Ar-Raniry Banda Aceh that chosen by the majority of new students every year and most of them chose Department of English Language Education (PBI) beside the other Departments.

In order to gain the data, I will conduct the field research. In this case I will use four methodologies/techniques of the data collection, namely; observation, questionnaire, interview and written sample of students work.

a. Interview

Interview is one of techniques to get the information from the teacher. I will interview teacher who are teaching English writing at Department of English Language Education in order to get information about teaching and learning process. Also, the interview will be conducted in order to get more information especially about the techniques of teaching writing that s/he usually uses in the classroom.

b. Questionnaires

I will distribute the questionnaires to the students in order to figure out the students' opinions, perceptions, and problems that they faced in writing. They are expected to choose the best answer that suitable for them. The form of questionnaire is provided in close and open ended question.



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c. Observation

Observation is one of the effective techniques that I will use in order to know the strategies that used by the teacher in teaching writing, and to know the situation of teaching and learning process in the classroom.

d. Written sample of student's work.

This written sample of student's work will be collected in order to know the real situation of students' ability and their feeling in writing. In order to make it more valid, the written sample that will be collected is the paper that have been checked by their lecturer.

Permission in collecting the data will be gathered from the Education Faculty office. Then, the writing teacher will inform her students in the classroom about my planning in conducting the research. The research population of this study is the students at Department of English Language Education of Education Faculty, UIN Ar-Raniry. The total number of them is 107 students. As the sample, the writer will only choose two units, unit I with total 20 students, and unit II with total 20 students. Therefore, the sample of this research will be 40 students.

In addition, the purpose of the observation is to find out the techniques and strategies that used by the teacher to create students' motivation in English writing ability. The ability of the students in learning writing is very supported by the strategies of the teacher, and the writer will observe many activities in classroom namely; the lecturer uses English in the class room actively, she checks the attendance list, the teacher gives reward to the student's work, the teacher starts the class on time, the teacher gives advice to the students, the teacher has good interaction with her students.

Next, the writer will hand-out questionnaires in order to find out the data of student's interest and obstacle faced in writing ability. I will distribute questionnaires to the students at the third meeting. The main point of doing this is to find out the obstacles and opinion that they have in writing ability. All of the questions will be in closed ended form. I created 14 questions; the respondents would choose the alternative answer by indicating one of the four alternatives. The analysis will be based on the percentage of the respondent's responses. The writer will distribute the questionnaires to all respondents on February 10<sup>th</sup>, 2017 to February 11<sup>th</sup>, 2017.

Then, in order to gather more information, I will interview the teacher who is teaching the English writing class at UIN Ar-Raniry in order to get more information about teaching and learning process in the classroom, and the ability of students in writing.

The observation will be applied in order to find out the appearance of the teacher's strategies and students' writing ability. The observation is also used to find out techniques and strategies used by teacher to create the students' motivation in writing especially during the teaching process. The ability of the students in learning writing is very related to the strategies that used by the teacher, during the observation process I will mainly focus on activities in classroom namely; the teacher is using English in the classroom actively, checking the attendance list, giving reward to the students work, starting the class on time, and also giving advice to her students.

I will interview the teacher who is teaching English writing at UIN Ar-Raniry to get information about teaching learning process and the ability of students in writing. The main purpose of the interview is to know the dominant problems, errors, and factors that students faced in writing class. By interviewing the writing teacher, it's expected to find the

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dominant problems faced by students at the fifth semester of Department of English Language Education such as low grammar and vocabulary mastery, and difficult to do a drafting or forming idea.

From this research, it's expected to find out the obstacles faced by the Department of English Language Education students' in their writing skill. Also, by figuring out the strategies that used by the teacher in teaching writing, s/he can improve their methods of teaching.

Finally, the observation will be conducted to find out the appearance of the lecturer's strategies application in the classroom. The observation is also used to find out strategy used by lecturer in encourage motivation in English writing ability during the teaching and learning process. The ability of the students in learning writing is much related to the strategies that used by the teacher.

The writer gets some important conclusion in teacher's strategies and students' writing ability at the Department of English Language Education of UIN Ar-Raniry Banda Aceh. The problem faced by students in studying writing, namely: the students can't develop their ideas or less ability in drafting idea in writing, and the students have very low vocabulary and grammar mastery.

## **FINDINGS / RESULTS**

In this chapter, the writer gets some important conclusions of teacher's strategies and students' writing ability at the Department of English Language Education of UIN Ar-Raniry Banda Aceh.

Based on what the writer has discussed and analyzed in the previous chapter. The conclusions in this research is the students at the fifth semester have the problems in studying writing namely, the students can't develop their ideas in writing, the students don't have enough

vocabulary and don't master grammar. So that the students at Department of English Language Education must be given good techniques and encouragement to study hard to make their writing better. And then, teacher must acknowledge many strategies to improve students writing. It is suggested to the teacher to be able to use the strategies in the classroom called cognitive, meta-cognitive, affective and social.

## **DISCUSSION/IMPLICATIONS**

Since the findings are based on teacher's strategies and students' writing ability, it might be useful for those concerns to consider the followings; the teacher has to use good English language in teaching writing. So that the students are easy to understand, the teacher has to prepare some materials well, the teacher can use some of strategies in teaching writing. The teacher has to describe clearly about the materials in order to get the real understanding by the students. Teachers are suggested to trust their students and encourage them that they are competitive to be able to write. Pajares is correct to say that "teachers would do well to take seriously their share of responsibility in nurturing the self-beliefs of their pupils, for it is clear that these self-beliefs can have beneficial or destructive influences" (2003, p. 153).

The teacher must give more attention to the students' skill, because the attention influences the students' motivation in learning. Also, the students have to master some vocabularies to improve their ability in writing.

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