



**APPROACHES USED BY ENGLISH LECTURERS IN TEACHING WRITING SKILL
TO THE THIRD SEMESTER STUDENTS OF THE ENGLISH STUDY PROGRAM OF
NUSA CENDANA UNIVERSITY IN 2023/2024 ACADEMIC YEAR.**

¹USLI METI A. MBEO,² TANS FELIKS,³ JOHN WEMHAAN
ntumeti22@gmail.com

UniversitasNusaCendana,Kupang,Indonesia

ABSTRACT

This research is entitled “Approaches Used by English Lecturers in Teaching Writing Skill to the Third Semester Students of the English Study Program of Nusa Cendana University in the Academic Year 2023/ 2024”. This thesis aims to find out the approaches used by English lecturers in teaching writing skill, the dominant approaches used by English lecturers in teaching writing skill, and to find out the students' writing abilities level after being taught using such writing approaches in teaching writing skill. The research was done at Nusa Cendana University in 2023. The subjects of this research were the lecturers and their students; the research objects were the students' written texts. The instruments used were observations, semi-structured interviews, and some documents to obtain the data. It was found that the approaches used by English lecturers in teaching writing skills were controlled-composition, current-traditional rhetoric, process, genre, and contextual approaches. The dominant approach used by English lecturers in teaching English was contextual approach. The Students' writing ability after being taught using such is generally good. However, they had some problems in writing, namely lack vocabulary, poor punctuation marks, and poor grammar of sentences.

Key words : *approach, lecturer, ability, teaching, writing skill.*

INTRODUCTION

Teaching new or foreign language such as English to Indonesian students involves teaching its skill. The skills are listening, speaking, reading, and writing. According to Harmer (2001:199), receptive skills are concerned with how the people extract meaning from the discourse they see or hear. It is also called receptive skill because students passively receive (listen and read) information and process it. Productive skills are more complex and difficult to learn because the students are not only passive in getting input from others but they need to produce something from themselves.

These four language skills are integrated, as Tans (2014: 1) in his book *Writing an introduction* stated, that despite their differences, the skills are closely interrelated. This implies that who are good at speaking must also be good at listening or vice versa. At the same time, those who are good at reading could also be good at writing, and vice versa. By mastering these skills students will be able to communicate in English well.

Writing is the process of transforming ideas and expressing feelings on a paper or computer screen in written form. This comes closest to the conception of Mayers (2005:2) that writing is a way to produce language which you do naturally that is like when you speak. Writing is speaking to others on paper or a computer screen. The power of writing can build up good connections among others because they can transform their ideas and feelings by using writing. Writing can express their opinion with language writing patiently.

The students have difficulties and get bored in writing activities as they must spend much time expressing their ideas in writing products. The difficulties lie not only in generating and organizing ideas but also in translating these ideas into readable text. The skills in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice, and so on. Then the difficulty becomes more pronounced if their language proficiency is weak. Because of this, writing is the least popular language skill and most students consider writing to be the least useful language skill (Harsyaf and Izmi, 2008:1).

Learning is an activity undertaken to acquire knowledge, master certain competencies, and form student attitudes. The success of learning can be seen from the changes in behavior and student learning outcomes. Learning activities will run smoothly when students have the motivation to learn. According to Sardiman (2012), motivation can be interpreted as the

driving force that arises in the students that lead to learning activities, ensuring the continuity of the learning process, and providing guidance in the learning process so that the learning objectives can be achieved. The motivation to learn is one of the decisive factors in the achievement of learning objectives. Through learning motivation, students will have the drive to follow the ongoing learning process.

Many ways can be executed by the teacher to foster students' motivation to learn. Using a challenging learning strategy such as a game can motivate students and bringing contextual and fresh material or interactive media can stimulate them from the inside. In addition to what comes from within them, motivation can also be enhanced through the stimuli provided through the student learning environment. Lecturers have an important role in the process of improving students' learning motivation because teachers have a lot of time with students in college. Lecturers can improve students' learning motivation by developing learning strategies as an external motivation for students to learn. Learning strategies include approaches and media used in the learning process.

Many teaching methods have been introduced to the teachers of English in Indonesia. These methods can help the teacher in the teaching and learning process. With many methods existing, a teacher also must learn to know that method. Because those methods will be applied in the classroom. Then, before using it a teacher must know what method that appropriate for the material that a teacher will be taught. According to Sudjana (2009), the teaching method is a way that teachers interact with students during the lesson. This interaction process will run well if the students are active in following the learning. Therefore, teachers must apply teaching methods that can foster student learning activities. The methods commonly used in learning are lectures, discussions, demonstrations, and so forth.

To overcome the problem, writing must be effectively taught. To do this, especially in terms of second language classes, some approaches such as the control-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax organization approach, the communicative approach, and the process approach (Raimes, 1983: 6-10), as well as the *genre approach* have been practiced in schools. A climax in the discussion and/or research of how writing should be taught has been reached in the past two decades when the last two approaches, i.e., the genre and process approaches have been widely supported. The approaches, which are considered to be the grand writing theories, appear to be contradictory, even though both have had worldwide acceptance (see, for example, Graves, 1983, 1986; Horowitz, 1986a/b Lichman-Kleine, 1986; Moore, 1990).

The conflicting theories create, for writing practitioners such as writing teachers, some confusion in acknowledging the superiority of these two approaches over the traditional approaches to teaching writing, which concentrate mainly on correcting grammar, spelling, and punctuation at a phrase or sentence level (see, for example, Myers, 1986), it is quite difficult to decide which one should be practiced in the writing teaching environment, since both genre theorists and process proponents adopt a "one correct approach" philosophy in which the genre approach, for example, is contrasted with the process approach or other approaches (Tans 1993:1-3).

The process approach is a critical rejection of the traditional composition approach that views writing teaching merely as a means of reinforcing or testing the accurate application of a grammatical system (Raimes, 1991; 408). The focus on grammatical accuracy has dissatisfied both writing teachers and learners (Walshe, 1986); and this, in part, has encouraged linguists and psychologists in recent decades to move away "from a conception of the language learning task as the progressive mastery of skills of sound formation and sentence construction towards an awareness of the child as a meaning-maker right from the start" (Painter, 1986; 62). Halliday (1975), Dore et al. (1976), and Carter (1979), for example, according to Painter (1986), are leading figures in promoting this movement.

The work with children acquiring an L1 indicates that during their first years of life, even before they can use a single word, children can communicate through developing vocal and/or body language symbols to create meanings that are interpreted as "I want that" or "I like that" and so on. Thus, Painter argues that when children start to use their first language, "it is as a tool for learning about reality and for making their presence felt in the world. The language is learned in the service of such functions, and the sound and grammatical systems develop as a result of the child using language to make meanings in different functional contexts" (1986; 62 in Tans 1993: 4).

In this section, the writer focuses on approaches used by lecturers in teaching writing skills. There are lecturers talk approaches, discussion approaches, demonstration approaches, applying approaches, and stimulus approaches. The important thing is how to create conditions, which can invite and interest the learners to do a teaching activity well. Lecturers' roles are very important to improve the student's writing ability level in English. Lecturers must have many creativities to pursue all means to involve students in our learning process. Active learning means students are engaged in the whole teaching and learning process physically, mentally, and emotionally. The effective learning

process should be preceded effectively.

Based on the explanation provided above, the writer designs research leads the title, as in the following: APPROACHES USED BY ENGLISH LECTURERS IN TEACHING WRITING SKILL TO THE THIRD SEMESTER STUDENTS OF THE ENGLISH STUDY PROGRAM OF NUSA CENDANA UNIVERSITY IN 2023/2024 ACADEMIC YEAR.

Based on the background, this study plore Approaches Used by English Lecturers in Teaching Writing Skill to the Third Semester Students of the English Study Program of Nusa Cendana University in the Academic Year 2023/2024 in view of these aspects. Therefore, the specific problems of this research are the following questions about approaches, dominant approach and students' writing ability.

1. What are approaches used by English lecturers in teaching writing skill?
2. What are the dominant approaches used by English lecturers in teaching writing skill?
3. What is the students' writing ability levels after being taught using the writing approaches in teaching writing skill?

METHOD

The method used in this research is the descriptive qualitative method. It is said to be a qualitative descriptive method because the writer uses several techniques such as interviews and observations and the research results are also described as data provided by informants. The use of this method illustrates how to try to answer this writing problem.

To obtain the data, the writer carried out several procedures. First of all the writers get permission to conduct research from the authorities. To obtain incorrect data related to the purpose of this study, the writer researched some English lectures there; they were asked to discuss how to collect data, timetables, materials techniques, and methods they used to teach in teaching writing skills. There are 2 lecturers, each class is taught by one instructor.

In this study, the research subjects were English lecturers. In addition to these research subjects, there were also some research objects, that is, students' written documents that showed how they wrote in English (see Point 3.4 below).

The type of the research is descriptive research; the purpose of the study is to find out the approach used by lecturers in the third semester of students of the English studies program of Nusa Cendana University, to know the reason why the lecturers used the approach in teaching writing skill, measure students' writing ability in writing skills.

The instrument is a tool used by writers to obtain data.

Arikunto in Kaka (2003:40). There are several ways used to collect field data, namely interviews, questionnaires, and observation. In this study, the instruments used to collect data are observation, interviews, and students' documents concerning the writing score of ability.

Observation

Although the observation sheet has the same items, it is different in scaling each component. There are four rating scales used by the researcher in observing the implementation of teaching writing skills in English studies programs, namely:

1. Weak
2. Average
3. Good
4. Excellent

In this part, the researcher acted as a non-participant observer without actively participating in the teaching and learning process. This option is used to understand a phenomenon by entering the community or social system involved (English classroom) while staying separate from the activities being observed.

"The observation process is a three-stage funnel, according to James Spradley, beginning with descriptive observation, in which writers carry out broad scope observation to get an overview of the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest. Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to the writer's understanding. This usually takes days or months, depending on the phenomenon in question, sometimes several years." (Liu & Maitlis 2010).

Interviews

The type of interview that had been selected in this study is a semi-structured interview. It is a flexible type of interview which did not only depend on the list of questions and lets the interviewer ask questions randomly (Nasution, 2003:119; Black and Champion 2001:314). The objective of this flexibility is to make the informant feel comfortable and share his or her opinion. Based on the explanation above, the writer used this type of interview to obtain data dealing with the constraints during student-centered learning in English class. The writer interviewed 2 English lecturers from Nusa Cendana University who teach third-semester students in English studies program. These lecturers were those who teach in classes that the researcher had observed.

Documents

The data in the research are described and supported by a review of related documents. Document review

could take the form of an observation, a list of students' writing, concerning the writing ability.

To analyze the data, the writer applied the Miles and Huberman model. There are three steps to analyze data in this model: data reduction, data displaying, and conclusion (Sugiyono, 2014:335). The following figure shows the steps of data analysis of the Miles and Huberman model, including data reduction, data displaying and conclusion.

Data Reduction

The collected data from field research are a lot. To get a conclusion from the data, the writer needed to reduce the data (Sugiyono, 2014:336). Reducing data in this study is like reducing unnecessary data in transcription, observation sheets, and questionnaires.

For data on the frequency and duration of talking and duration of using the target language and native language, the writer adopted an encoding procedure in the Flanders Interaction Analysis Categories System (Arockiasamy. 2009) such as: First, the observer sat, in the classroom in the best position to hear and see teacher and student talking. Second, at the end of every five seconds, he decided which category best represents the communication event had just completed. Each serial number of that category is recorded on the observation sheet by the observer. Third, at the same time, the observer noted the content of talking on the observation sheet. When the observation is over, the observer counted all categories of teacher talk, student talk, and silence on the observation sheet. By this calculation, the observer could determine the frequency, and duration of teacher talk and student talk. Then, to get the recapitulation of the talking of each school, the observer used MS. Excel to calculate all observations of each class.

Data Displaying

After reducing and categorizing the data, the writer presented the data in some forms, such as short explanations, charts, and tables. For the data on frequency, duration, and content of talking, the writer mainly started displaying the result with a short explanation and continued with tables and charts then, for the data on constraints during student-centered learning, the writer began with a short explanation and followed with short transcriptions, tables, and documented learning materials.

Conclusion

The conclusion should be similar to the answer to the research problem. The conclusion of this study came from the integration between data on frequency, duration, and content of talking and constraints during student-centered learning and related theories.

FINDING AND DISCUSSION

The Approaches Used By English Lecturers in Teaching Writing Skill.

Based on the analysis of the data the research has obtained in her research, it was found that there were five approaches to teaching writing skills used by those English lecturers in teaching writing, that is, controlled-composition, current-traditional rhetoric, process, genre, and contextual approaches. It is also found that they used those approaches in such a way that their students, who are prospective teachers, would also introduce those teaching approaches when they teach writing skills later on to Indonesian students or English ones. By doing this, it is hoped that they can teach writing more appropriately so that they can produce much better writers in English or Indonesian in the future.

The findings of this research related to the approaches used by English lecturers are described below.

Controlled-Composition Approach

Based on the researcher's observations and interviews, it was found that approach, the lecturers of the English education department applied what is called by Raimes (1998) a "guided composition or grammar-syntax approach." In applying this approach, the lecturers focused their teaching on English structure or grammar and it aimed to improve the students' mastery of English structures. In other words, its purpose was not to improve students' writing but to improve their speaking. This is in line with Fries (1945) who says that it aimed to improve students' oral competencies. It also aims at improving students' other language skills that is, listening and reading, but it is not to improve writing as stated by Rivers (1968).

It was also found that although this approach did not directly aim at improving students' writing, it could indirectly improve students' writing skills because one aspect of a good piece of writing is that it has to have good grammar/structure. This is supported by Erazmus (1960) and Briere (1966) who say that this kind of approach can later help students improve their writing competencies in which their writing has good grammar, is free from L1 interference in using English, and they can use English with appropriate English culture and social contexts (in Tans, 1999).

Examples of the students' correct grammar of English after being revised by the lecturers can be seen in the following example:

How to design a flyer

Flyers are ~~needed~~ (needed) when we are going to hold a webinar on ~~must-be~~ (must-be) attractive following are The steps to create a flyer:

1. first, go to browser then type make a flyer In CANVA ConvS. com. There are two techniques we can use if we want to make a ~~flayer~~ (Flyer) in Canva. ~~Fristly~~ (First), we can use an existing template to save time. ~~Secondly~~ (Second), we can arrange it ~~from beginning~~ (from the beginning) without ~~template~~ (a template).
2. Second, if we want to be use a template, we can type 'flyer in the searchbar a brige silection of templates will appear and we one chanse which are we lite to use.
3. Before designing the ~~flyer~~ (Flyer) make a rough skateh first on paper or on google documents to save time.
4. Delete unwanted parts in the templatS, ~~after that~~ (after) insert the school logo into the existing templatS. Photo of the School loge must be in PNG format. If we want to remove an unwanted photo background, we can do by, click "effect" then barkground roumover.
5. Use only 2 or 3 fontes to insert text. Afler we faith with the school logo, we can insert the school's name, the title webinar media probelajaran online". Then, we can proceed with editing implementation time.
6. Add the photos of the speaker and moderator, then position them as desired ~~After~~ (after) ~~that~~, put the name of the speaker and the moderator.
7. After that, we ~~can~~ (can) create the registration link we can use barcode or links in the ~~link~~ (link) we have is too long wx con ~~shortes~~ (shortest) if in "sid" whereas to make the ~~lak~~ (lack) into a ~~barkode~~ (barcode) we can make it in 'ar code marckey Copy the existing link then click "crate of rode" then ~~dowanload~~ (download) PNG.
8. After the flies is done we can download it in PNG or IPC formal to share. Those are the steps ~~to~~ (for) make a flyer to Canva. By using canva we don't have to pay someone else to design a flyer for us be can be as creative as possible.

By following the steps above, we can easily create a flyer using Canva

Note: make sure to save and download your work in a format that suits your needs.

Current-Traditional Rhetoric Approach

Based on her observation and interviews as well as on her questionnaires, it was found that in addition to the lecturers' focus on grammatical aspects as stated above, the lecturers also applied what is called the "current traditional rhetoric approach" in terms of Kaplan's theory of contrastive rhetoric (in Tans, 1999). In this approach, the aim of the lecturers teaching English writing to the

third-semester students of the English Department students was to make sure that the students could write proper words that could be used to build up correct sentences that, in turn, could be used to have good paragraphs and those paragraphs can make a comprehensive piece of written discourse later on. In the end, their final aim was to help their students to be able to write a complete discourse (free academic writing), that is, an academic piece of writing in the context of this research.

Some examples of the students' complete discourse as the result of this approach using video tutorials and making a flyer using the Canva application can be seen in the following example:

How To Make A Flyer Using Canva

Introduction

When in the past, I wanted to promote a product. I still used the old method, and most people were bored with it, but now there is a website for making a flyer, or an **what???**

and on the website, it provides many options to use.

Goal

Canva's goal is to help marketing teams get creative together in any format, on any device, and from anywhere they can access.

Materials

(In this Part, you have to) **Parts in** making attractive promotional brochures that are very easy to make.

- Open Canva and select the "Brochure" design type
- Choose **(it)** from our library of professional graphic design elements. Such as images, icons, logos, frames, and more
- Upload your own image or choose from Canva's over 1 million stock images
- Tidy up your pictures, add cool filters, and edit text
- Save and tag on social media accounts or print on any medium!

Genre/Model Approach

In addition to the approach mentioned above, namely, the controlled composition approach and current-traditional rhetoric approach, another approach used by the English lecturers in teaching writing to their students was the genre approach. This is based on the researcher's observation of a lecturer in teaching writing and on her interviews with the lecturers.

One of the lecturers, for example, taught how to

make/write a flyer. She started her teaching by giving some examples of flyers followed by some steps in writing a flyer, and then she asked her students to write a flyer themselves, some examples of which can be seen next page:

Flyer 1:



An interview with a lecturer teaching writing to students of the English Department of Nusa Cendana University confirmed the use of this model/genre approach. He said that teaching writing by giving examples first before asking the students to write by imitating a piece of writing that has been given as an example is included in what is called the genre/model approach.

In this research, frequently used writing models were academic writings because they were the genres/models of writing that were supposed to be mastered by those English students.

Since what was introduced was a model of writing, it had been found that in applying this writing model, that is, academic writing, four major aspects of writing were critically studied in this approach, that is: 1. content; 2. writing organization; 3. word choice, sentence structures, and paragraph structure; and, 4. mechanics of writing.

It was found that in applying this approach, the lecturers were active in helping their students relate to those aspects whether the students asked for help or not.

Process Approach

Another approach used in the teaching and learning of writing at the English department was the process approach. In this approach, a lecturer said in an interview with him that writing is seen as an individual process. In that sense, other individuals, including writing lecturers/teachers, are not allowed to intervene when a (student) writer is writing. A teacher/lecturer will only intervene if the (student) writer needs his/her teacher's or

lecturer's help.

In writing class during her research, however, it was found that this approach was not applied. This is understandable because that was not a free writing class, but it was a course on academic writing which should be done about to the genre approach. It was practiced through such steps as pre-writing activities, writing, and post-writing or publication activities. In this sense, the lecturers encourage their students to publish their writings in online and offline newspapers as well as academic journals like *AJES* (Academic Journal of Educational Sciences) which be accessed at <https://ejurnal.undana.ac.id/AJES>.

Contextual Approach

In addition to the approaches mentioned above, another approach used was the contextual approach. This is based on the writer's interviews with a lecturer who says that he also applies what he calls the "contextual approach" in teaching his writing class. This approach is a mixture of the approaches mentioned above (Tans, 1999). In other words, each approach mentioned before was implemented based on the students' needs. So, when the students want to improve their oral proficiency or grammar of English which is also needed in writing, the controlled composition approach is used; when the students want to improve their competencies in using proper words, good sentences, and excellent paragraphs and then a comprehensive piece of discourse, a current-traditional rhetoric approach is used. This is the case for genre and process approaches.

The writer's observation of the writing classes also confirmed the application of this approach in the writing class of the lecturers of the English Department of Nusa Cendana University. The lecturers had implemented various approaches or a mixture of them in their teaching of writing. The pictures show different approaches, namely, in picture I, a discussion approach was used.

Picture 1: Group Discussion



In picture 2, the lecturers seem to apply contextual approach.

Picture 2: the lecturers like a leader's implemently contextual approach.



The Dominant Approach Used by English Lecturers in Teaching.

It was found that the dominant teaching approach used by the English writing lecturers was the contextual approach. In this approach, the lecturers taught based on the needs of their students, namely, when the students need to improve their structure of English, a controlled composition approach is used; when they need to improve their abilities to use vocabulary, sentences, paragraphs and writing as a discourse properly, current traditional approach is used; when the students want to write totally on their own, process approach is applied; and, when the students want to be taught how to write certain genres, they can then be taught using the genre approach.

What was interesting in this study was that within this paradigm of the teaching and learning of writing, the lecturers made it very clear that the students had to see writing completely, that is, as a process of inventing ideas to write about (pre-writing stage), a process of writing activities, and a process of publishing their writings. In other words, it is not called a writing activity, if it does not end in publishing as seen below.

To encourage their students along their writing process, the lecturers used videos, asked their students to do a lot of free writing, and used various approaches to teach writing, or contextual approach, to be exact.

4.1 Students' Writing Abilities

The writer took some data concerning the results of students' writing. She aimed was to see whether the approaches used by lecturers in explaining and implementing the teaching and learning process were

effective or not. After the writer took the results of the student's writing, the writer reviewed their writing using the table of scoring writing and thanthe writer collected the data from students' writing results, can be seen the following:

Table 4.1 Table of scoring writing skill.

| Score | Level | Criteria |
|---------------------|---------|--|
| Content | 30 – 27 | - Excellent to very good: Knowledgeable, substantive, thorough development of thesis, Relevant to assigned topic. |
| | 26 – 22 | - Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
| | 21 – 17 | - Fair to poor: limited knowledge of subject, little substance, inadequate development of topic. |
| | 16 – 13 | - Very poor: does not show knowledge of subject, non-substantive, not pertinent, or Not enough to evaluate. |
| Organization | 20 – 18 | - Excellent to very good: fluent expression, Ideas clearly stated/ supported, well- organized, logical sequencing, cohesive. |
| | 17 – 14 | - Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete Sequencing. |
| | 13 – 10 | - Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development. |
| | 9 – 7 | - Very poor: does not communicate, no organization, or not enough to evaluate. |
| Vocabulary | 20 – 18 | - Excellent to very good: sophisticated range, effective word/ idiom choice and usage, Word form mastery, appropriate register. |
| | 17 – 14 | - Good to average: adequate range, occasional error of word/ idiom form, choice, usage <i>but meaning not obscured</i> . |
| | 13 – 10 | - Fair to poor: limited range; frequent errors of word/ idiom form, choice, usage; <i>Meaning confused or obscured</i> . |
| | 9 – 7 | - Very poor: essentially translation; little Knowledge of English vocabulary, idioms, word form; or not enough to evaluate. |
| Language use | 25 – 22 | - Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions. |

| | | |
|------------------|-----------|---|
| | - 21 – 18 | - Goodtoaverage: effectivebut simple constructions;minorproblemincomplex |
| | | constructions; several errors of agreement, tense, number, word or derfunction, articles, pronouns, prepositions <i>but meaning seldom obscured.</i> |
| | - 17 – 11 | - Fair to poor: major problem in simple/ complex construction; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; <i>meaning confusedorobscured.</i> |
| | - 10 – 5 | - Verypoor: virtually nomasteryof sentence constructions rules; dominated by errors; Does not communicate; or not enough to evaluate. |
| Mechanics | - 5 | - Excellenttoverygood: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing. |
| | - 4 | - Goodtoaverage: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i> |
| | - 3 | - Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; Poor hand writing; <i>meaning confused or obscured.</i> |
| | - 2 | - Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing ill egible; or not enough to evaluate. |
| | - 2 | - Very poor: no mastery of conventions, dominatedbyerrorsofspelling,punctuation, capitalization, paragraphing; hand writing illegible;ORnotenoughtoevaluate. |

ScoringprofilebyJacobsetal. 's(1981)

In writing their essays, the students followed some pre-writing activities, writing and rewriting activities as well as publishing. During the process, the lecturers were active in helping their students to make sure that their writing was well-constructed in terms of the writing elements mentioned above.

It was found, however, that to publish their writings, the students need more time. In other words, many

students failed to publish their writings during this research, but at least they understood that writing must end in publication.

The results of students' writings (for some examples of their Essays) with such elements as content, organization, vocabulary and language use (sentence, structure and paragraph) and mechanics can be seen in the following table.

Table 4.2: Students' Writing Levels Showing their Writing Abilities

| No | Students'Name | Content | Organization | Vocabulary | Language use | Mecanic | Total | Score |
|----|---------------|---------|--------------|------------|--------------|---------|-------|-------|
| | Students 1 | 4 | 3 | 3 | 3 | 4 | 17 | 85 |
| | Students 2 | 4 | 4 | 3 | 3 | 3 | 17 | 85 |

| | | | | | | | |
|-------------|-----|------|------|------|-----|-------|-------|
| Students 3 | 4 | 3 | 4 | 3 | 3 | 17 | 85 |
| Students 4 | 3 | 4 | 3 | 3 | 4 | 17 | 85 |
| Students 5 | 4 | 3 | 4 | 3 | 3 | 17 | 85 |
| Students 6 | 4 | 3 | 4 | 3 | 4 | 18 | 90 |
| Students 7 | 3 | 4 | 4 | 3 | 4 | 18 | 90 |
| Students 8 | 3 | 4 | 3 | 4 | 3 | 17 | 85 |
| Students 9 | 4 | 4 | 4 | 3 | 3 | 18 | 90 |
| Students 10 | 4 | 3 | 4 | 4 | 3 | 18 | 90 |
| Students 11 | 4 | 4 | 3 | 4 | 3 | 18 | 90 |
| Students 12 | 3 | 4 | 4 | 3 | 4 | 18 | 90 |
| Students 13 | 4 | 3 | 4 | 3 | 3 | 17 | 85 |
| Students 14 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| Students 15 | 4 | 3 | 4 | 4 | 4 | 19 | 95 |
| Students 16 | 4 | 3 | 4 | 4 | 3 | 18 | 90 |
| Students 17 | 4 | 3 | 4 | 3 | 4 | 18 | 90 |
| Students 18 | 3 | 3 | 3 | 4 | 4 | 17 | 85 |
| Students 19 | 3 | 4 | 4 | 3 | 3 | 17 | 85 |
| Students 20 | 4 | 3 | 3 | 4 | 4 | 18 | 90 |
| Students 21 | 3 | 4 | 3 | 3 | 3 | 16 | 80 |
| Students 22 | 4 | 4 | 3 | 3 | 4 | 18 | 90 |
| Students 23 | 4 | 3 | 4 | 4 | 4 | 19 | 95 |
| Students 24 | 4 | 3 | 4 | 4 | 3 | 18 | 90 |
| Students 25 | 3 | 4 | 3 | 4 | 4 | 18 | 90 |
| Students 26 | 4 | 3 | 4 | 3 | 3 | 17 | 85 |
| Students 27 | 4 | 4 | 3 | 3 | 3 | 17 | 85 |
| Students 28 | 4 | 3 | 3 | 3 | 4 | 17 | 85 |
| Students 29 | 3 | 3 | 4 | 3 | 3 | 16 | 80 |
| Students 30 | 4 | 3 | 3 | 3 | 4 | 17 | 85 |
| Total | 110 | 103 | 116 | 110 | 110 | 523 | |
| Mean Score | | 3,43 | 3,53 | 3,33 | | 17,73 | 87,11 |

Based on the table of students writing ability levels above, the writer show some example below:

How to make Flayer in the Canva

Flayer is a very good **templete**(template) when we make invitations or other things that are edited in Canva. The purpose **of**(of)making a Flayer in Canva **(is)**to make it look neat and attractive. For example, **making** an invitation, **if**(if)we **are** make an invitation to make it look

attractive we can edit it or we**are** (can) make it in Canva either viaa handphone or laptop. **Nowdays** (Nowadays), the world is getting more advanced so there are lots **of** (of) People and lots **of**(of) electronic tools people to help do things well, **For** (for) example making Flayer ontheCanvas.

So, make a **flayer** (flyer) in Canva how to make a Flayer in Canvas has two **techniQues** (techniques) that you can use. The **techniQues**(techniques) Following **is** (are):

1. Choose an existing template. **If** (If) to save time It's better to use templates that are already in Canva because the **Function** (function) **of** (of) the Canva is to edit according to the templates in it.
2. **After** (After) selecting the existing template, navigate to an **empty sized** (empty-sized) Flyer
3. **After** (After) choosing a template and starting to work on it then design **edit** according to what we wanted.

Before making a Flyer, we make (it) as big as a sketch, you can make it on paper/ on **google** (Google). How to make it **if** (if) you want to include a logo make sure there are **not** (no) white lines, try not to use a lot **(of) Fonts** (fonts), and have to make it very **official** (official).

So, In conclusion, the conclusion is how to make a Flyer on a laptop must have certain steps so that it looks neat and good.

In this result, writer found that some students have high score more than their friend. Although of all the students not have a bad score to show students' ability of writing skill.

And the writer found also that the lecturers who used contextual approach are excellent.

Based related to the component of writing skills and using the table of scoring, student one has it is found that she was mostly relevant to topic but lacks detail of the content. Her organization was ideas clearly stated and supported, well organized, cohesive. Frequent errors of word/idiom from, choice, and usage of vocabulary. The grammar had few errors of areemnt, tense, number, word order, articles, pronouns, or prepositions, and the occasional errors spelling, punctuation capitalization, and paragraphing in mechanic.

The conclusion of student one is good to average because grammatical and mechanics are fair to poor but all the content is excellent to very good. So, she scores is 78.

A FLYER

A flyer is a kind of slogan that is usually used for promotional media **with the aim of conveying** (to convey) certain information to readers. Flyers have been used since the 18th century all over the world and are usually **painted** (painted) on paper that is not too large, namely A4 maximum. Nowadays, flyers are easier to make with advances in **tecnology** (technology). For example, flyers can be made through applications that can be installed on **cellphones** (hand phone) or other media. One application that can make a layer is Canva.

How to make a flyer using Canva through several

stages. The first step is to open the canva app and sign in or register for a new account using your email. Then search for "flyer" in the search section to start making designs and find the best and suitable templates for editing. Customize the flyer design you need according to your **own** taste using the tools by changing the text, fonts, and colors in just a few clicks. Get creative with more design elements. After that, the **desaign** (design) that we have made can be dowloaded (download) and will be stored in our gallery.

Flyers can be used for any promotional or marketing media. Even with technology, flyers can be made **using to** (too) easy.

Based on the component and table scoring of writing skill, in term of contentshe has Relevan to topic. Ideas clearly stated and supported, well organized, cohesive of the of the organization. In term of vocabulary, she has frequent errors of word/idiom from, choice, and usage. Few errors of areemnt, tense, number, word order, articles, pronouns, or prepositions of grammar. In term of mechanics, she has occasional few errors of spelling and paragraphing.

The conclusion of student two is excellent too very good but in the written has some mistakes in using the vocabulary. So, she scores is 83.

CONCLUSION AND SUGGESTION

This chapter covers two sections, the first section deals with the conclusion of the lecturers using methods in teaching writing skills, and another one deals with suggestions.

Conclusion

Based on the results and discussion in Chapter IV, the writer made some conclusions. There were several approaches used by the lecturers in conducting teaching and learning in class, especially in teaching writing skills to the third-semester students of the English studies program of Nusa Cendana University in the academic year 2023/2024. The approaches used were the Controlled-Composition approach, Current-Traditional Rhetoric approach, Genre approach, Process approach, and the contextual approach. The dominant approach used by English lecturers in teaching writing skills was contextual approach. The final was the students' writing abilities were generally good based on the scores of their writing.

Suggestions

Based on the results of the study, the writer offered hope that advice can be useful;

1. For lecturers, this research can improve and find the approaches used by lecturers in teaching

- English skills. The approaches used should be even better so students can write well.
2. For students, with the approaches used by lecturers, it is hoped that students will understand more about learning English.
 3. For readers, this research can be used to positively impact readers to increase their knowledge of what approaches should be applied in teaching English.
 - a. For writers, this research can be used as one of the reference studies that can be applied in the teaching and learning process when they become lecturers in the future.
 - b. Next writers, for the next writer on the same topic, the writer wants this, hopefully, the research can be input for their research.

2023.

- Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.
- Iskandarwassid dan Dadang Sunendar. 2011. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya Offset
- Jack C. Richards and Theodore S. Rodgers, 2014 *Approaches and Methods in Language Teaching Third Edition: Printed in Italy*
- Liu, F., & Maitlis, S. (2010). *Nonparticipant Observation*. In Albert J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research*. (pp 610-612). Thousand Oaks, CA: SAGE Publications. Retrieved from:
- Meyers Alaphs Paragraphs. Nasrum, Marjuni (2016). *An Analysis of Journal*. Vol. (3)
- Murray, D. (1985). *A writer teaches writing* (2nd ed). Boston: Houghton Mifflin.
- Musfiqon. (2012). *Development of learning media and sources*. Jakarta: Prestasi Pustakaraya.
- Nasution, S. (2003). *Method Research (Penelitian Ilmiah)*. Jakarta: PT Bumi Aksara.
- Nurseto, T. 2011. *Membuat Media Pembelajaran yang Menarik*. *Jurnal Ekonomi & Pendidikan*, Volume 8 Nomor 1, April 2011. <http://journal.uny.ac.id/index.php/jep/article/view/706>
- Patel, M.F. and Jain, Praveen M. 2008 *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS & TECHNIQUES)*: Jaipur- 302021 (Raj.)
- Penny, Ur. (1996). *A Course in Language Teaching: Practise and Theory*. New York: Cambridge University Press
- Richard, Jack C. and Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. New York.: Cambridge University Press.
- Richards, J. C., and Rogers, T. (1986). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press. Richards, Jack C and Renandya, Willy A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America: Cambridge

BIBLIOGRAPHY

- Anitah, S. (2009). *Educational technology*. Surakarta: Yuma Pustaka
- Arikunto, Suharsimi. 2007. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. . 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. Arikunto, Suharsimi, dkk. 2011. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Boardman, Cynthia A and Jia Fry denberg. (2001). *Writing to Communicate*. Prentice Hall.
- David Nunan. 1988 *Syllabus Design* : Hong Kong
- Dietsch, Betty M. (2003). *Reasoning & writing well: a rhetoric, research guide, reader, and handbook*. Boston: Mc Graw Hill College Education.
- Harmers J. 2001. *The Practice of English Language Teaching*. Person Education Ltd: Longman
- Harsyaf, Nurmaini dan Izmi, Zakhwan. (2009). *Writing Listening*. Jakarta : Ministry of National Education
- Heafner, T. (2004). Using technology to motivate students to learn social studies. *Contemporary Issues in Technology and Teacher*, 4(1), 42–53.
- Hogue, A. (2008). *First step in Academic Writing* (2nd Ed.) White Plains. New York: Pearson. Inc
- <http://srmo.sagepub.com/view/encyc-of-case-study-research/n229.xml>, downloaded on 25th oct.

University Press.

Computer.

- Safitri, Nuralia. (2016). The Students' Perception on the Media Used by the Teachers in Teaching English at Madrasah Aliyah Muhammadiyah Limbung. Makassar: Muhammadiyah University of Makassar.
- Sanaky, H. A. (2009). Learning media. Yogyakarta: Safiria Insania Press.
- Sardiman. (2012). Teaching and learning interaction & motivation. Jakarta: Rajawali Pers.
- Sudjana, N. (2009). Introduction of teaching and learning process. Bandung: Sinar Baru Algensindo.
- Sugiono.(2014). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Sutikno, Sobry. 2014. Metode & Model-Model Pembelajaran Menjadikan Proses Pembelajaran Lebih Variatif, Aktif, Inovatif, Efektif, dan Menyenangkan. Lombok: Holistica.
- Tans, F. 2014. *Writing an Introduction*. Kupang: Lima Bintang
- Tans, F, Basri K, Semiun, A, Nalley, H.M, and Warduna, P. 2020. *On Teaching That Works*. India: KY Publications
- Widdowson, H.G. (2006). An Applied linguistics and interdisciplinarity' International Journal of Applied Linguistics Vol 16 No 1: 93-96
- Mahdi, OR, Nassar, IA, & Almuslamani, HAI (2020). The role of using case studies method in improving students' critical thinking skills in higher education. International Journal of Higher Education, 9 (2), 297–308. <https://doi.org/10.5430/ijhe.v9n2p297>. Downloaded on 31stOct. 2023.
- Goodman, Brandon and Stivers, J. 2010. Project-Based Learning. Educational Psychology. ESPY 505.
- Afriana, Jaka. 2015. Project Based Learning (PjBL). Papers for Integrated Science Learning Course Assignments. Graduate School Science Education Study Program. Indonesian education university. Bandung Technologies. Journal Vol. 5.
- Grant, MM 2002. Getting A Grip of Project Based Learning: Theory, Cases and Recommendation. North Carolina: Meridian A Middle School
- Lestari, Tutik. 2015. Improving Basic Competency Learning Outcomes presents Illustrated Examples with Project Based Learning Learning Models and Demonstration Learning Methods for Class XI Multimedia Students at SMK Muhammadiyah Wonosari. Thesis. Informatics Engineering Education Study Program, Faculty of Engineering, Yogyakarta State University. Yogyakarta.
- Nafees, M. (2011). An experimental study on the effectiveness of problem-based versus lecture-based instructional strategy on achievement, retention and problem solving capabilities in secondary school general science students. PhD unpublished thesis, International Islamic University, Islamabad.
- Weber, K. (2008). Mathematicians validation of proofs. Journal for research in mathematics education. 39(4), p.432.
- Buehl. 1996. [Http://id. Wordpress. Com/model-model pembelajaran koperatif](http://id.wordpress.com/model-model-pembelajaran-koperatif).Google. downloaded on 1st Nov. 2023.
- Freeman, Diane Larsen. Techniques and Principles in Language Teaching. Oxford: Oxford University Press, 2000.
- Silva, T. (1990). Second language composition instruction: developments, issues, and directions in ESL. In B. Kroll (Ed.), Second Language Writing Research: Insights for the Classroom (PP11-17). New York: Cambridge University Press.
- Heaton. J.B. 1988. Longman Hand Books for Language Teachers, New York: Longman Group (FE) Ltd.
- Muammar. 2010. Improving the Students' Writing Proficiency in Descriptive Paragraph through Using Personal Photograph at SMP PGRI Sungguminasa. Skripsi. Makassar: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah.
- Anthony, E.M. "Approach, Methods, and Techniques." *ELT Journal*, 17(2), 1963, pp.63-67.
- White, R., Martin, M., Stimson, M. & Hodge, R. Management in English Language Teaching. Cambridge University Press, 199.

Tans, F. EFL Writing Of Indonesian Grade 11 Students:
An Inquiry Into Becoming A Writer. B.Ed.
Thesis, Grade School of Education, La Trobe
University, 1999.

Sanjaya, Wina. Perencanaan dan desain hal. 224. 2006.

Elbow, P. (1998). Writing with Power. New York :
oxford university press.

Jacobs, H. L., Wormuth, D. R., Zinkgraf, S. A.,
&Hearfiel, V. F. 1981.Testing ESL Composition:
A Practical Approach. Massachuset: Newbury
House