

**TEACHING TECHNIQUE FOR WRITING SKILL AT THE FOURTH SEMESTER STUDENTS OF BALIKPAPAN FOREIGN LANGUAGE ACADEMY IN THE ACADEMIC YEAR 2020/2021
A Descriptive Research**

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SUBMISSION TRACK	A B S T R A C T
Submitted : 24 February 2022 Accepted : 10 March 2022 Published : 18 March 2022	This study aims to describe teaching techniques for writing skills in The Fourth Semester Balikpapan Foreign Language Academy. This type of research is descriptive qualitative research. Sources of research data are events, informants, and documents. Collecting data from observations, interviews, and documents. Data is analyzed by reducing data, displaying data and verifying data. To show the truth of the data using triangulation data. The results showed that the techniques used by lecturers at Balikpapan Foreign Language Academy in teaching writing skills were using pictures, discussions, making groups and corrections, and presentations. The purpose of using techniques can make it easier for students to develop writing skills. The students' responses to each technique were interested and happy. Problems faced by lecturers such as passive students, vocabulary and writing structure problems, students' difficulty developing paragraphs, and time constraints. Solutions for teaching writing skills include the lecturer encouraging students to be active, repeating the teaching of language and vocabulary structure, giving examples of making paragraphs using the correct tenses, motivating students to increase vocabulary, and the lecturer providing opportunities for students to practice writing not only once.
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Introduction

Language is an instrument of communicating. Without language people cannot communicate each other. Richard (1997) declared that language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is used for communication by all people in the world. Language is important to reflect the experiences, to share their feeling, to show their idea, and to ask information from others.

Writing comprises a operation to get product. The final product comprises appraised versus a list of criteria which lets in content administration, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Anwar in Fauziati, 2008:143). To acquire a benevolent product, the writer had better abide by assorted classroom activities affecting a few tread employed in the writing process. At least, there are three components that are incorporated in the act of writing, including: (1) mastery of written language, which will serve as the media writing, including: vocabulary, sentence structure, paragraphs, spelling, and pragmatic, (2) mastery of content essay in accordance with the topics to be written, and (3) mastery of the types of writing, namely how to assemble the contents of writings by using written language to form a trusted composing, such as essays, articles, short stories or paper.

Technique is a particular trick, strategy, or contrivance used to achieve a contiguous objective. Technique essential comprise agreeable with a method, and

consequently in harmony with an access as well” (Anthonys in Fauziati, 2009: 17). Thus, technique embraces the actual moment-to-moment applies and behaviors that operate in teaching a language agreeing to a detail method. In other words, technique is classroom practices handled the lecturer when acquainting a language program. This comprises the way the classroom activities are structured into lessons and applied as the base for teaching and learning. Lecturers essential know techniques since teaching writing accomplishment. If it lecturers are adequate to of employing variances technique whilst he teaches English particularly writing skills. It can assist lecturers in teaching activity in the classroom.

The target of learning writing skill are students can communicate effectively in writing and developing skill in planning writing. Then, the students involve to be aware about grammatical features and organization with attention to accuracy of grammar is necessity the learner in learning writing. So, the lecturer become facilitator of teaching writing at school. The lecturer must assist the problem confronted by students in acquisition writing. The lecturers applies a few techniques in the teaching English. Commonly the lecturers besides use multimedia to build students’ interest and creativity. It is considered that the teaching learning activities using some techniques would be successful and give a good result. Particularly in teaching writing, lecturer uses some techniques to make students easier and creative in writing.

At that place are many methods can be used by lecturers in teaching writing skill in the classroom. The technique is crucial. it valuable to assist the lecturers in teaching writing in the class. The lecturer can amend students’ writing skill with using techniques appropriate with the condition in the class. The aim of lecturer used techniques for teaching writing skill is to acquire students’ writing skill and ease students in learning skill. This study is aimed to describe the technique used by lecturers in teaching writing skill. The applying of techniques used by lecturer in teaching writing skill. The aim and students reception of using each technique. In this study, the purpose of used technique for teaching writing skill made student active, creative, more perceptive and actuate student to good writing.

Research Method

This research is a type of research and developing product pointed and aims to arise the media communication acquisition for higher education students. Research and developing are a outgrowth or steps to develop a new product or improve an existing product, which can be accounted (Sukmadinata, 2006). As also according to Borg and Gall (in Sukmadinata, 2009), steps research and development strategies are as follows. 1. Research and information collection; 2. Planning; 3. Develop a preliminary form of product; 4. Preliminary field testing; 5. Main product revision; 6. Main field testing; 7. Operational product revision; 8. Operational field testing; 9. Final product revision; 10. Dissemination and implementation

Grounded on the procedure from above, the researcher simplifies it to be as follows. 1. Initial data collection; 2. 3. Product development; 4. Validation of material experts and media experts; 6. Product revisions; 7. Test the product; 8. Data analysis.

The outcome of this research is in the form of PowerPoint learning that can be used in learning at campus or online general, both individually and in groups. This research was descriptive qualitative, as it depicted the teaching learning process at Balikpapan Foreign Language Academy factually and precisely. The researcher assists the real activities handled the lecturers and the students at the classroom. The data of this

research can be divided up into two categories: primary and secondary data. The primary data taken from the observations and interview. The secondary data taken from document. By observation, the researcher could acquire a few essential information associating to the carrying out of technique of the lecturer in the classroom. The documents let in the syllabus, the material, field notes of observation and video. The sources of the data therein research comprised events of form of teaching technique for writing skill in the classroom. The primary informant was English lecturers and additional informant was students.

In this research, the researcher used triangulation of sources. In academic research, the concept of triangulation is generally of specified as ‘the combination of methodologies in the study of the same phenomenon’ (Denzin 1974, in Patton 1987). Data gathering diverse sources of data from informant, condition, activities seen from observation and content analysis on purposeful document. The researcher compared the data he found in the observations, the data from interview and documents to validate the data. After observing the teaching learning process, the researcher does crosschecking by comparing them to the data of interviews and documents.

According to Geofrey, 2006: 480 Data analysis is an endeavour by the qualitative researcher to sum up collected data in dependable and accurate manner. It is the presentation of the findings of the study in a manner that accepts an air undeniability. Data analysis is the process of consistently exploring and arranging the interview transcript, Field note, and other materials that a researcher accumulates to increase his/her own apprehension of them and to enable him/her to acquaint what he/she has discovered to others. In other words, breaking down data is the process of arranging raw data in order to make the reader understand it well.

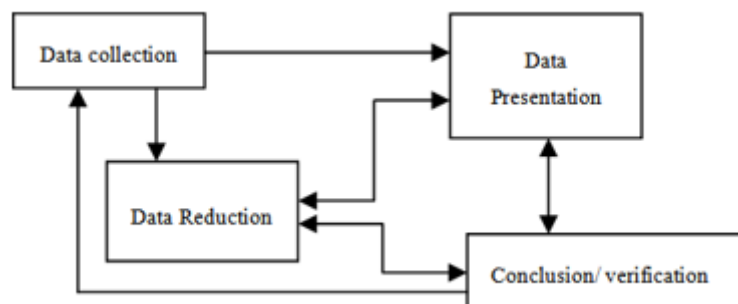


Figure 1. Analysis data flow adapted from Miles and Huberman (1992)

To analyze the collected data, the researcher used the interactive model proposed by Miles and Huberman. The stages are as follows: data collection, data reduction, data presentation and taking conclusion or verification.

Result and Discussion

This research concentrates on the techniques carried out in teaching writing skill at The Fourth Semester students of Balikpapan Foreign Language Academy, the purposes of applying each technique in teaching writing at The Fourth Semester students of Balikpapan Foreign Language Academy, the students reaction of each technique in teaching writing at The Fourth Semester students of Balikpapan Foreign Language Academy, the trouble presented by lecturers in applying technique in teaching writing at The Fourth Semester students of Balikpapan Foreign Language Academy, the result

teaching technique in writing skill at The Fourth Semester students of Balikpapan Foreign Language Academy.

Stationed on the outcome of interview and observation in Balikpapan Foreign Language Academy, the lecturers applied creative technique of teaching writing skill at fourth semester students in the class. The technique used by lecturer for teaching writing skill at The Fourth Semester students were using picture, discussion, grouping and correcting and presentation. The lecturer employed techniques to facilitate students' understand of material and to facilitate students' understand how to good writing English. Since writing skill one of skills in the English lesson. The writing skill comprised not easy to students. The students must creative in writing English. They essential accept a lot vocabularies and understand grammar pattern. So, the lecturer applied of a few techniques in teaching English particularly in writing skill. The aim of technique comprised to arouse the students further understand the material. This technique is to acquire cognition and skill of students during learning process in the class.

Settled on the observations and interview, the researcher found the some technique. The researcher calls for informant about the aim of using each techniques in teaching writing skill.

The consequence of interview about the aims of applying all techniques in teaching writing skill comprised to facilitate students in writing skill, to made active, creative, confidence students and more understanding.

The student's response of each technique in teaching writing skill was good. They experience fascinated and energized of each technique. They denounced technique applied by lecturer that attain at ease to understand encounter descriptive text. They were very excited when lecturer delivering the videos and picture. It was good stimulate to actuate students. All techniques applied by lecturer get beneficial reception from students.

The Problem faced by lecturers in using each technique in Teaching Writing Skill at The Fourth Semester Students of Balikpapan Foreign Language Academy in the Academic Year of 2020/2021 There are some controlling troubles faced by the lecturers as they're used some techniques, such as;

a. Passive students

In English Department grade class tend to be inactive of some students. Meanwhile, some of them were active and paid attention. In discussion activities, there were some problems with passive students such as; they just quiet and listen lecturer said, some students noisy with their friends and they were fell boring. The students were more fascinated if they gave stimulate to make interest receive material.

b. Difficulties vocabulary and grammar

In grouping activities, lecturer asked students to attain descriptive text paragraph of observe seatmate. They made more two paragraph descriptive text. Based on interview with English lecturer, students have difficulties about vocabulary and grammar. When, observation in the class, students often asks lecturer about vocabulary that they didn't know. They also opened Google translate to seek correct vocabulary. Students came up difficulty to use correct tenses and arrange the goof sentences to support the paragraph.

c. Limited time

Teaching learning process of writing skill in descriptive text, lecturer called for students to make descriptive text paragraph. So, it takes numerous time to students to finish writing descriptive text. Settled on interview with English lecturer, the problem

confronted in teaching writing skill comprises limited time. Because lecturer did peer correction later on students to complete writing of descriptive text, then it turn to students and correction again. Settled on observation, lecturer feels difficult to hand over all materials to students and writing descriptive text activities. Lecturer did not have adequate time in teaching writing. So, sometimes lecturer asked students to continue the writing task at home. With limited time the English lesson could run well.

On that point were solutions of the problems applied by lecturer in applying each technique of writing skill as follows;

1. Lecturer all of the time actuated students in learning English. When students were feel boring the material, lecturer gave more motivate to students. Lecturer always agitated them to active. Lecturer invited students speak out describe and observe the videos and picture. So, students were not passive but they will active and excited in the class.
2. Lecturer repeated grammar and practiced vocabularies. In writing English task, students' difficulties to use correct tenses and arrange beneficial sentences to support the paragraph. They have limited vocabularies. As the lecturer help problems faced students with explained grammar clearly and gave example make paragraph use correct tenses, motivate students to a lot of vocabularies.
3. Lecturer gave more time to teach how to write descriptive text. Lecturer gave chance students exercise how to write good with practice writing was not only once. The first solution was explained the material clearly, explained the pattern of simple present tense, after that gave example how to write descriptive text.

According to Antonys in Fauziati (2009: 17) technique is an exceptional trick, strategy or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. Technique is important thing in teaching acquisition process. For teaching writing, lecturer uses technique to more at ease student master English writing. Agreeing to Raimes (1983:97) there are a few techniques for teaching writing, they are using pictures, using reading, using controlled writing, and role play. The aim of technique is strategy to arouse and make students easy apprehension material. This activity is to acquire writing accomplishment and knowledge of material. The technique used by informant I and informant C in teaching writing skill are using picture or video.

According to Raimes (1983:97) using picture in all ESL writing lecturers could ascertain a useful resources in pictures, drawing, photographs, posters, Sliders, cartoons, magazine, advertisement, diagram, graphs, tables, charts, and maps. With a picture, all students, after close observation of the material, will at once need the suitable vocabulary, idiom and sentence structure to discuss what they see. The discussion technique is diversity of form for open-ended collaborative exchange of ideas among students for the purpose of fostering students thinking learning, problem solving and understanding. In discussion, on that point is interaction with lecturer and students. Students more active to attempts respond the questions from lecturer. The lecturers expect every student can amend their understanding about the material that discussed. In addition, Wajnryb (1990) shows the result of his research about the carrying out of small group discussion to teach descriptive text in Australia. It shows that the lecturers in Indonesia have also been applied this technique. The explanation above, this study was concerned to observing the carrying out of small group discussion in teaching descriptive text. The carrying out discussion and small discussion group was effective to teach writing technique.

The lecturer applied grouping technique in writing activities. Lecturer asked students to work team in bring about writing of descriptive text. Students observed their seatmate. Then, they distinguished what they saw and they wrote result observation to descriptive text. The lecturer used grouping technique to controlling and correcting students' writing. According to Raimes (1983:87) controlled writing is useful tool at all levels of composition teaching and not just in the early phases before students have acquired adequate fluency deal free writing. During the students was process writing of descriptive text, lecturer controlling and correcting students' writing involves checking use correct grammar, help students to develop idea in arrange paragraph, and help students difficulties of vocabulary. And lecturer used presentation technique in last meeting of skill writing with material descriptive text. The goal of students' presentation was to pass on and showed the result of writing task descriptive text. This comprised good technique to students practice in speaking and reading. The presentation technique was to build confidence all students.

The aim of lecturer using technique in teaching writing was as strategy assisted students to more at ease develop writing skill. Writing skill comprised not at ease in English language skill for students. Using technique in writing skill, can improve students' ability in writing English and can make students were interested in writing English. The lecturer always encouraged students to active in the class such as, invited students to practice in front of class, motivated students to brave in, gave questions. The students' reaction of each technique were Using picture, the students were agitated and concerned when lecturer gave picture on the slide. The student's response of lecturer was using discussion technique were some students very active. They paid attention of explanation lecturer. But some students were little passive. They focused listen the explanation lecturer. For Grouping and correcting technique, the student's responses were positive. They personified active and interested in writing activity. Lecturer asked students to bring photo and folio paper. Photo pasted in folio paper. And lecturer asked students to make group. They were excited to contribution with their seatmate. After students were finish writing activity, lecturer was peer correction the result of students writing. The student's responses of presentation technique were good. They were confidence when presenting writing task about descriptive text. They read the result of description of their seatmate.

The controlling problems faced by lecturers in using each technique of teaching writing skill were passive students such as, they were quiet and listened lecturer said, some students were noisy with their friends and they were fell boring. The students were more interested if they gave stimulate to make interested receive material. They were interest with videos or picture. The material applied in videos or picture. Difficulties vocabulary and grammar, difficult using correct tenses and arrange the good sentences to support the paragraph. Settled interview with English lecturer, the problem faced in teaching writing skill was limited time. Because lecturer was peer correction after finish writing descriptive text, then it turn to students, after that it should correction again. Lecturer has got not adequate time in teaching writing. So, lecturer called for students to continue the writing task at home.

The solution teaching techniques of writing skill such as, Lecturer always motivated students in learning English. When students were feel boring the material, lecturer gave more motivate to students. Lecturer always pushed them to active. Lecturer invited students speak out describe and observe the videos and picture. Lecturer gave example make good paragraph used correct tenses. Lecturer was motivated students to

master vocabularies. Lecturer repeated grammar and practiced vocabularies. Lecturer gave more time to teach how to write descriptive text and gave chance students to apply adept writing was not only at one time.

Conclusion

In this section, the researcher confronts some determination on numerous points of aspects. From the result of observation and discussion, the researcher concludes that: The techniques used by lecturer at Balikpapan Foreign Language Academy in teaching writing skill were using picture, using discussion, grouping and correcting and presentation. The aim of applying each technique wherever made students acquire of writing skill. The use of techniques made students easy to receive learning English. For each technique can make students active, creative, confidence and more understanding.

The students' reaction of each technique in teaching writing accomplishment comprised fine. They experience fascinated and agitated of each technique. They comprised much activated when lecturer confronting the videos and picture. It comprised beneficial arousal to incite students.

The problems confronted by lecturers in teaching technique of writing skill, such as discussion technique was passive students. In grouping technique or writing activities, lecturer came up problem likes difficulties in vocabularies and grammar. Then students have difficulties to acquire and coordinate idea to paragraph. Lecturer has limited time in teaching writing.

The solution employed in teaching technique in writing skill such as, Lecturer always agitated them to active. The lecturer applied encounter for student to address out observe and describe the video and picture. Lecturer explained grammar and practice vocabularies. The lecturer gave example paragraph use correct tenses, motivate students to numerous vocabularies. Lecturer gives encounter students to drill good writing with practice writing not only at one time.

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