

APPROACHES OF TEACHING WRITING; HOW IT FACILITATES STUDENTS' WRITING

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Abstract: *This study is aimed to uncover the writing approaches used by teachers in teaching writing. The subject of this study is a tenth-grade teacher at SMA IT Ar Rahman Banjarbaru. This study used a descriptive qualitative method. The data were taken from the teaching writing processes. There were three methods in collecting data: observation, interview, and documentation. The teacher stated that each of the students could collaborate on four skills. It was shown in the lesson plan. Students collaborate in the discussion, collect the information, represent, and share information. The result showed that the teacher used approaches when teaching writing. The approaches are product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, concept model approach. Furthermore, the teacher used the integrated approaches. Overall, the teacher applied the approaches; it could help the teacher get easier in teaching writing. Moreover, if the teacher uses the approaches, whether integrated or not, it can hopefully support the teaching writing process.*

Keywords: approach, teaching, writing

INTRODUCTION

English teaching and learning process in school is more complicated than in the prior era. Teachers have to strive to create a good atmosphere for the class. Teachers also can adapt to technological developments. Teachers have to develop their teaching and learning process using approach, media, method, and technique. Writing is a medium of human communication that represents language and emotion with signs and symbols. The result of writing is called text, and the recipient of text is called a reader. Bell and Burnbay (in Nunan, 1991) state that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of several variables simultaneously at the sentence level, including control of content, spelling, and letter, formation, and beyond the sentence structure and integrate information into the cohesive and coherent paragraph and text. Therefore, the most challenging language skill for students is writing. Writing is considered a complex process of putting ideas down on paper that transform thoughts into words (Brown, 2002). To teach writing, teachers need approaches that help them during the teaching and learning process; since the approach is essential, particularly in teaching writing. However, teachers' approaches depend on the students or classroom situation.

One of the writing approaches that teacher usually uses is the process approach. According to Grabe & Kaplan (1996), the process approach allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. Besides, Steele (1992) also indicated the characteristics of the process approach are text as a resource for comparison and ideas as starting point. It necessitates more than one draft, focuses on purpose, theme, text type. The approach also emphasizes the reader (audience), collaboration with peers, and creativity.

Prisilya (2017) exemplifies the process approach in her research. The result showed that the process approach is practical for teaching narrative texts at university levels. Thus, there is a need to conduct a thorough study on teaching writing at schools because schools are primary and fundamental levels before students enter universities. The researcher then conducted preliminary research at SMA IT Ar Rahman Banjarbaru. In that school, at the beginning of the lesson, the teacher gave apperceptions to the students by relating with previous material/theme/activity, remembering in asking a question, and asking the question that hooked with the lesson. The teacher used a scientific approach as the curriculum 2013 has suggested. The methods used by the teacher were discussion, interviewing, and question & answer. SMA IT Ar Rahman Banjarbaru was chosen as the setting with several considerations.

The first consideration is that students in SMA IT Ar Rahman Banjarbaru have a complete percentage graduation every year, even though the school has just started in 2014/2015. Secondly, this school is categorized as a new school; therefore, not many research studies were conducted in this setting. Furthermore, the researcher chooses the tenth-grade students in SMA IT Ar Rahman Banjarbaru as they are on their first level in school. It means it is their first experience in learning writing sincerely as in junior high school writing is not taught as thoroughly as in senior high school. As a result, based on the explanation above, the researcher would like to conduct a study on the approach used for teaching writing in tenth-grade students in senior high school. Theoretically, this study is expected to be beneficial to enrich the current knowledge on the approach of teaching writing in senior high schools. Practically, this study is hoped to benefit senior high school teachers to help them get to know and explore what approaches are best used in teaching writing. In addition, it is expected to be the reference to further researchers who would like to conduct a study in the same concern.

REVIEW OF LITERATURE

Definition of Teaching

Brown & Lee (2015) define teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Furthermore, he stated that teaching guides and facilitates learning, enables the learner to learn, and sets the conditions for learning. The teacher’s understanding of how the learner learns will determine their philosophy of education, teaching style, approach, methods, and classroom techniques.

Definition of Writing

According to Raimes (1983), writing is a skill to express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. According to Harmer (2004), teaching writing in English is important for students, especially in non-English speaking countries. Teaching writing in English has two major approaches: process and genre/product. The process approach is concerned with phases in the writing process, while the genre approach requires learners to examine texts they will write before starting their writing.

Approaches in Teaching Writing

Rahmat (2011) classified eight writing approaches: product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and concept model. Below is the explanation for those approaches.

Product approach

Tompkins (1990) was mainly concerned about the structure of language, and writing development is taught through the imitation of input. Furthermore, in Steele (1992), the characteristics of product approach were imitated a model text, organization of ideas more important than ideas themselves, one draft, features highlighted including the controlled practice of those features, individual, and emphasis on the end product.

Process approach

Grabe and Kaplan (1996) allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. In addition, Steele (1992) also indicated the characteristics of process approach was text as a resource for comparison, ideas as starting point; necessitating more than one draft,

focus on purpose, theme, text type, the reader (audience) is emphasized, collaborative with other peers, and emphasis on creativity.

Strategic approach

Crawford (in Rahmat, 2015) allowed students to maximize prior knowledge and graphic organizers. In this approach, writing is a coach with partners doing the think-aloud protocol. Learners talked to their partners about writing and, in doing so, were prompted to use specific strategies to facilitate their writing process. The introduction of a strategic approach also encouraged teachers to focus on teaching writing for authentic purposes.

Cognitive approach

Crawford (in Rahmat, 2015) sees writing as recursive, and learners use graphic organizers after retrieving information from various sources. Learners were also trained to consider their potential audience before writing. Teachers guided and prompted learners with ideas and suggestions for revisions. Instruction is focused on goals and how to achieve these goals.

Genre approach

Grabe and Kaplan (1996) define the genre approach as an approach that uses the product approach (knowledge of the language) but focuses on the social purpose. Writing development is seen as the analysis as an imitation of input.

Pragmatic approach

Grabe and Kaplan (1996) state that the pragmatic approach uses the process view as the foundation where it concentrates on how people use language meaningfully. However, it builds on the social aspects of writing. This approach also uses a whole language approach where writing is taught across the curriculum through reading, listening, writing, and speaking.

Process genre approach

Grabe and Kaplan (1996) explain that the process genre approach uses a model for imitation. It is concerned with knowledge about the structure of language. It focuses on the social purposes of writing and allows students to learn the process of writing.

Concept model approach

Johari (2004) introduced the concept model. This model showed that writing is done through three stages: input, process, and output. At the input stage, teachers encouraged students to participate in activities that enabled them to get information to write. The process

stage made students practice the process of writing. The output stage allows students to display their writing to their audience.

METHOD

This study uses descriptive qualitative research. It is a suitable method because the data were described through explanation and elaboration, providing the numerical result. The purpose of the study is to uncover the approaches to teaching writing.

Sample / Participant

The subject of this research is the English teacher of tenth grade in SMA IT Ar Rahman Banjarbaru in the academic year of 2019/2020

Instruments

This researcher used observation, interviews, and documentation to gather the data. The observation ensured that the teaching-learning process in the classroom, especially in teaching writing, went well and could support the interview data. The researcher used the interview to compare observation results and then concluded the data based on observation and the interview. Also, the documentation could give evidence related to observation and interview results. Moreover, the instruments were adjusted with situations and conditions in the field of study.

Data collection procedures

First, the researcher observed the teaching writing process in the classroom. The researcher wrote what happened on the field note during the teaching writing process. The observation was carried out three times per class meeting. There were two classes and six times observations. After getting the note field of observation, the researcher gave a checklist in the observation table that contains characteristics of approaches. The researcher interviewed the English teacher about the writing approaches to support the observation result. The researcher took photos of the students' writing; provided the lesson plan and syllabus. After doing all the steps, the researcher could conclude based on the observation, interview, and documentation result.

Data analysis

The collected data were analyzed based on Miles and Huberman's (2013) theoretical framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusions.

Data reduction

Data reduction aimed at selecting, focusing, simplifying, and abstracting the data from the field notes conducted to get valid and straightforward information to conclude. In short, data reduction is part of data analyses, emphasizing data shortening, making the theme focused, and arranging the data in an appropriate order. The researcher chose, eliminated, and summarized the data. Then, the researcher only focused on the data about writing approaches used by the teacher in the tenth-grade students.

Data Display

The second is the data display. Generally, a display is an organized assembly of information that permits conclusion drawing and action. Looking at displays helps us understand what is happening and do something-either analyze further or take action based on that understanding. The display of the data is the description of the data. Data display is a set of information that has been classified and organized based on the data reduction, leading to the conclusion (Miles et al., 2013). This technique is used to arrange information description or narration to conclude. After selecting and taking the data based on some criteria, the researcher presented and described the data. Data display refers to showing data that have been reduced in patterns. It benefits to help the researcher in understanding the data.

Drawing and verifying conclusion

The third is conclusion and verification. In this research, conclusions are drawn continuously throughout the study. The researcher made conclusions after presenting and analyzing the data. The step of conclusion and verification involved the researcher herself. Therefore, when the data has summarized, clustered, selected, and synchronized with each other, the data can be transformed.

RESULTS AND DISCUSSIONS

This chapter contains research findings and discussion. The researcher has scheduled the observation from the second half of March 2020 until April 2020. The observation was three weeks, with two meetings in a week for two classes. Unfortunately, the researcher could

not conduct the observation because the school has online learning to reduce the outbreak of Covid-19, with the English classes via WhatsApp group. The online learning for English classes only has one meeting in two weeks, and it was only for sending the task by the teacher. Meanwhile, the answer should be sent to the teacher privately by students' parents.

However, the researcher gathered the interview data based on the interview with Mr. Teacher A on Tuesday, April, 21st 2020, about approaches at the tenth-grade students in SMA IT Ar Rahman Banjarbaru. The researcher found the approaches used by the teacher in writing class. It can be seen in Table 1 provides the interview result.

Table 1. The Interview Result

Number of Questions	Approaches
1	Scientific approach
2	Scientific approach
3	Scientific approach
4	Concept model approach
5	Pragmatic approach
6	Cognitive approach
7	Product approach
8	Process approach
9	Strategic approach
10	Product approach
11	Process approach
12	Cognitive approach
13	Genre approach
14	Process genre approach
15	Product approach
16	Cognitive approach
17	Genre approach
18	Pragmatic approach

From the table above, the teacher answered 18 (eighteen) questions during the interview. Three numbers for the scientific approach (1-3), cognitive approach (6,12,16), and product approach (7,10,15). Two numbers for pragmatic approach (5,18), process approach (8,11), and genre approach (13,17). One number is for concept model approach (4), strategic approach (9), and process genre approach (14).

Based on the interview result, the researcher has grouped the question and answered with the theory of approaches in teaching writing. For questions number 1 until 3, the researcher made the question by herself as an opening. Based on the answers, the researcher concluded that the scientific approach is for the general teaching and learning process; it is not particularly used to teach writing. The scientific approach is the process of finding out

information in science; any involves testing the ideas by performing experiments and making decisions based on the result of the analysis.

Question number 4 is related to the concept model approach from Johari (2004), in which this model showed three stages; input, process, and output. At the input stage, teachers encourage students to participate in activities that enable them to get information to write. The process stage made students practice the process of writing. The output stage allows students to display their writing to their audience. Therefore, the teacher stated that students have brainstorming in the pre-activity, which is the same as the input. The teacher gave an example and encouraged the students to practice their writing by providing a video, the same as the process. In the lesson plan, the teacher asks students to present their writing in front of the class, the same as output. Davydov (1999) proposed a more concrete concept-based approach called “movement from the abstract to the concrete” (MAC). This approach provides learners with systematic conceptual knowledge in a particular domain. It then encourages them to be procedural with guidance in concrete circumstances relevant to their interests. The researchers such as Negueruela (2003) and Ferreira & Lantolf (2008) emphasize the significance of the concept model and consider it a means of externalizing a concept. They maintain that describing a concept facilitates its externalization and helps to check the comprehension of it and then to modify the comprehension.

Questions numbers 5 and 18 are related to the pragmatic approach from Grabe and Kaplan (1996). Question number 5 represents the whole language approach-writing across the curriculum through reading, listening, writing, and speaking. The teacher stated that each of the students could collaborate on four skills. It was shown in the lesson plan. Students collaborate in the discussion, collect the information, represent, and share information.

Meanwhile, question number 18 represents the statement on the pragmatic approach from Grabe and Kaplan (1996) that uses the process view as the foundation. It concentrates on how people use language meaningfully. The teacher stated that only several writing pieces were meaningful because it could be challenging for students to organize the paragraph well. Also, they still have a lack of knowledge.

Questions numbers 6, 12, and 16 are related to the cognitive approach from Crawford (in Rahmat, 2011). Writing is seen as recursive, and learners use graphic organizers after retrieving information from various sources. Learners were also trained to consider their potential audience before writing. Teachers guided and prompted learners with ideas and suggestions for revisions. For question number 6, the theory stated that learners retrieve relevant information from various sources. The teacher also said that students could always

use other sources even though he provided the source. For question number 12, the theory stated that learners consider the potential audience, same as the teacher said that students' writing has a purpose to the reader. They consider the reader to get knowledge, especially for Islam. For question number 16, the theory stated that teachers guide and prompt learners with ideas and suggestions for revisions. As the teacher said, if students' writing is wrong, the teacher must repeat the explanation about the terms or the text structure shortly and clearly.

Question numbers 7, 10, and 15 are related to the product approach from Tompkins (1990). The approach is mainly concerned with language structure, and writing development is taught through the imitation of input. It also has the characteristics such as imitating a model text, emphasizing the organization of ideas more than the ideas themselves. In one draft, features are highlighted, including the controlled practice of those features, individual, and emphasis on the final product. For question number 7, the theory stated that imitating a model text means students could imitate or modify the text. The teacher confirms it, and it helps students be more guided. For question number 10, the theory stated that the highlighted features include the controlled practice of those features. The teacher also said that students would give an example first and then write their writing. For question number 15, the theory stated that the approach emphasizes the final product or creativity (process approach). The teacher noted that creativity is before the product because creativity makes students flexible then they could exert their effort to be able in writing.

Questions numbers 8 and 11 are related to the process approach from Grabe and Kaplan (1996). The approach allows students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. The process approach also has the characteristics such as putting the text as a resource for comparison and ideas as the starting point, necessitating more than one draft, focusing on purpose, theme, and text type, emphasizing the reader (audience), peers' collaboration, and creativity. For question number 8, the theory stated that ideas are the starting point, necessitating more than one draft. The teacher said that students organize their ideas first, gather them, and then write using the draft. For question number 11, the theory stated that the product approach is individual and the process approach is collaborative with peers. The teacher said that students have to collaborate with other peers in the while activity. In the post-activity, they will be individual, which means the teacher uses two approaches in one meeting.

Question number 9 related to the strategic approach from Crawford (in Rahmat, 2011). It allows students to maximize the use of prior knowledge and graphic organizers. In this

approach, writing is coached with partners doing the think-aloud protocol. Learners talked to their partners about writing and, in doing so, were prompted to use specific strategies to facilitate their writing process. This approach enables teachers to focus on teaching writing for authentic purposes. The outline is the same as a graphic organizer. It helps students to get easier when they do the writing.

Questions 13 and 17 are related to the genre approach from Grabe and Kaplan (1996). A genre approach is an approach that uses the product approach (knowledge of the language). Still, it focuses on the social purpose, and writing development is seen as the analysis as an imitation of input. For question number 13, the theory stated that knowledge of the language, as the teacher said, is to practice students' understanding of the language by reading. Also, the teacher believes that reading is very influential in writing results. For question number 17, the theory stated that writing development is the analysis and imitation of input. The teacher said that students must follow the standards. Therefore, they could develop their writing.

Question number 14 is related to the process genre approach from Grabe and Kaplan (1996). The process genre approach uses a model for imitation. It is concerned with knowledge about the structure of language. It focuses on the social purposes of writing and allows students to learn the process of writing. The theory stated that it enables students to remember the writing process. Also, the teacher said it would be directing students to understand what the material is about. The teacher also gives reference to the students. Moreover, the teacher applied the approaches of teaching writing, whether it was an integrated approach or a single approach.

CONCLUSION

The approach in teaching writing is to help and aid the teacher in giving the lesson to the students and the way for the students to get effortless in writing their thoughts. Furthermore, writing skill is one of the most challenging skills in English. Moreover, the teacher will give the students an easy way to pour the idea into writing while using the approaches. The researcher concludes that teachers use approaches when teaching writing based on the research result. The teacher used eight theories of writing approaches, such as product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and concept model approach. Hopefully, other researchers could make this research one of the references, and develop this research with a

different method, add more subjects, even add other theories. Last but not least, hopefully, this research is useful and could give motivation or spirit for another researcher.

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