

**TEACHER STRATEGY IN ENHANCING STUDENTS EFFECTIVE WRITING
SKILL AT THE STATE INSTITUTE OF ISLAMIC STUDY (IAIN) CURUP
(Descriptive Qualitative Study on Third Semester Student of English Department
in Academic Year 2018 at IAIN Curup)**

THESIS

**This thesis is submitted to fulfill the requirement
for ‘Sarjana’ degree in English Language Education**



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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **PETTY ANDESPA** yang berjudul **"TEACHER STRATEGY IN ENHANCING STUDENTS EFFECTIVE WRITING SKILL AT THE STATE INSTITUTE OF ISLAMIC STUDY (IAIN) CURUP"** (Descriptive Qualitative Study on Third Semester Student of English Department in Academic Year 2018 at IAIN Curup). Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

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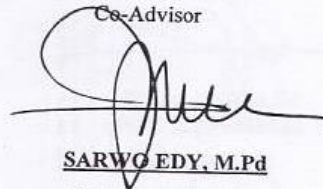


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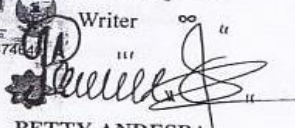
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The researcher finished this research entitled "TEACHER STRATEGY IN ENHANCING STUDENTS EFFECTIVE WRITING SKILL AT THE STATE INSTITUTE OF ISLAMIC STUDY (IAIN) CURUP (Descriptive Qualitative Study on Third Semester Student of English Department in Academic Year 2018 at IAIN Curup)". This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin

Wassalamu'alaikum WR.WB

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Motto and Dedication

Motto :

- ❖ *When your brain has been filled by knowledge, you may be able to fly without wings, because it allows you to find the real world*

Dedication :

This thesis dedicates to :

- *Institute College for Islamic Studies (IAIN) Curup*
- *My wonderful and beloved family, my father (Mr. Sahibul), my mother (Mrs. Gusni), my sister (Ria Ariani) and also of all my family that can not be mentioned one by one.*
- *My great advisor Mrs. Jumatul Hidayah, M.Pd and my co-advisor Mr Sarwo Edy who gave the writer guidance, support and suggestion in finishing this thesis*
- *All my beloved "The Moms Squad" Vusvita Deska sari S.Pd, Chyntia Puspita S.Pd, "My Sisters" Deri Yanita, Gita Zulvia, Indah Nadia Florenza, Ririn Afrianti, "Child Friend" Yemi Lestari S.Pd, "PBI A Squad" and all of my friends in PBI 2014.*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one*

ABSTRACT

Petty Andespa, 2019 :“TEACHER STRATEGY IN ENHANCING STUDENTS EFFECTIVE WRITING SKILL AT THE STATE INSTITUTE OF ISLAMIC STUDY (IAIN) CURUP (Descriptive Qualitative Study on Third Semester Student of English Department in Academic Year 2018 at IAIN Curup)”

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This research was focused on the teacher strategy in enhancing students effective writing skill at the state institute of islamic study iain curup (Descriptive Qualitative Study on Third Semester Student of English Department in Academic Year 2018 at IAIN Curup. This research objectives were to find out what the teacher strategy in enhancing students effective writing skill, lecturer and how the writing lecturers implement their teacher strategy in enhancing students effective writing in their class. The design of the research was case study which presented in qualitative. The subject of this research were writing one lecturers in IAIN Curup. In collecting the data, the researcher used two techniques, interview and observation. There are some instruments which researcher used as collecting data: interview guideline and checklist observation. In analysis of data, the steps were: organizing and preparation data, read the data, coding, description and interpretation data..

The result show that: first, the lectures strategy applied the teacher strategy in enhancing students effective writing skill based on indicators, such as an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. Second, the implementation of teacher strategy in enhancing students effective writing skill lecturers in writing class at IAIN Curup, the writing lecturers have good implemented in learning process.

Key word : Writing, Writing Skills, Effective Writing Strategy

TABLE OF CONTENTS

FREE OF PLAGIATION STATEMENT	i
PREFACE	ii
ACKNOWLEDGMENT	iii
MOTTO AND DEDICATION	v
ABSTRACT	vi
LIST OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF APPENDIX	x

CHAPTER ONE : INTRODUCTION

A. Background	1
B. Research Question	4
C. Research Objective	4
D. Definitions of Key Terms	4
E. Limitation of the Research	6
F. Significance of the Research	6

CHAPTER TWO : REVIEW OF THE RELATED LITERATURE

A. Writing	9
B. Types of Writing	10
C. Writing Skills	11
D. Effective Writing Skills	14
E. Effective Writing Strategies	16
Review of the Related Findings	23

CHAPTER THREE : METHODOLOGY OF THE RESEARCH

A. Kind of The Research	26
-------------------------------	----

B. Subject of the Research	27
C. Teachnique of Data Collecting	27
D. Reseacrh Instrument	29
E. Teachnique of Data Analysis	35

CHAPTER FOUR : FINDING AND DISCUSSION

A. Finding	37
B. Discussion	46

CHAPTER FIVE : CONCLUSION AND SUGGESTION

A. Conclusion	51
B. Suggestion	52

REFERENCES

APPENDIX

BIOGRAPHY

LIST OF TABLE

Table	Page
1. Checklist Instrument	30
2. Interview Result	33

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is a skill needed by English students in order to be capable of expressing their ideas in a written mode. Writing is a way of communicating ideas and information. In the context of learning, according to McVey, when students are learning writing skill, they are learning to organize their ideas in a cohesive and flowing manner.¹ To put it simply, writing is a communication mode or tool whereby the students can explore, develop, and provide their ideas, perspectives, or opinions on papers. In this regard, their constructed ideas become their writing products. Bram elucidates that writing is a very important skill because it can help us have a good socialization, express our ideas, feelings, and opinions so that we can establish a good interaction with the society.² This point is true in light of the fact that we are encountered with writing every day in our lives. Resting upon the essence of writing as such, to put it simply, writing skill is indeed very necessary to be mastered.

There are some kinds of writing which are commonly encountered but need to be aware of and taken into account. They entail expository, descriptive, persuasive, and narrative genre. Each of these writing genres has a distinct aim and requires a different

¹ Genre Based Approach To Teaching Writing Years 3-6: AN Approach to Writing k-12, Australia: *Literacy and Education Research Network and The Directorate of Studies*, NSW, 1990.

² Bram, Barli, *Write Well Improving Writing Skills*, Yogyakarta: Kanisius, 1995.

type of writing skill. The aforementioned notion basically infers that students who are studying a language, let us say English, have to be aware of improving their writing skill. Within the effort of improving writing skill, the students have to deal with some practices which fall into the following steps: generating ideas, managing ideas, writing a draft from their ideas, checking the relevance of their ideas and contents, revising their writing work, and proofreading their writing work. Through these practical activities, the students will be accustomed to coping with the essence of meaning construction in a written mode. This point is in line with Robinrycroff who accentuates that the act of writing means the act of dealing with meaning conveyance.³

In the context of English as a foreign language, improving writing skill is definitely necessary on account of international communication that takes place using English, and most often the communication process is undertaken through written work. Thus, for English students, they should really fill in some of their learning time with practical writing activities. Besides coping with independent English writing practice as such, the students also need to be well-instructed by the teacher.⁴ The teacher's efforts to apply good strategies in teaching English writing really have an impact on the advancement of students' English writing skill.

Pertinent to the issue of strategies at teaching English writing, a preliminary study conducted by the researcher found out that the lecturer of English department at IAIN

³Coe Normaand Robinrycroff, *Writing Skill a Problem Solving Approach*, (Cambridge UniversityPress, 1983), p. 4.

⁴ Hyland, K, *Teaching and Researching Writing*, UK: Pearson Education Limited, (2009).

Curup who taught writing subject seemed to have applied creative teaching strategies in an effort to enhance their students' English writing skill. The lecturer applied creative strategies in teaching writing and also utilized various materials encompassing some writing genres such as descriptive text, persuasive text, argumentative text, and etc. From the observation done by the researcher, researcher found that the lecturer used various strategies for improving students' creative writing. Based on interview to the lecturer who led students to write some format of creative writing, such as in writing II, students were allowed to write a background of the research and also writing a research proposal⁵. From that statement, it could be discerned that the students were allowed to practice a creative and academic writing work. Then, Students got instruction from the lecturer to perform their writing ideas on a text format. It could improve students' creativity for writing. In the process of learning writing, the lecturer let students to collect some information and problems before they started to write. In order that the students got some ideas and authentic information for writing, the lecturer let students conduct an observation to describe a fact. These were the strategies applied for engaging students to capably write creatively. From the details above, it was clear that the lecturer promotes effective strategies in teaching writing. In addition, in assessing students' writing work, the lecturer not only focused on the grammatical aspect but also the aspects as regards the setting, structure, issues, narrative viewpoint, action, language, and style, and genres used by students.

⁵ Jesika, interview result students on 4 semester 20/ 06/2018

Resting upon the phenomenon presented above, conducting a research in the field of strategies in teaching English writing is deemed necessary. Thus, in this regard, the researcher is interested in conducting a research entitled **“The Lecturer’s Strategies in Enhancing Students’ Effective Writing Skill at The State of Islamic Institute (IAIN) Curup”**

B. Research Question

From the background that has been explained above, there is one research question formulated in this research. The question is as follows:

1. What are the lecturer’s strategies in enhancing students’ effective writing skills?

C. Research Objective

The objective of this research is as follows:

The study aims to know the lecturer’s strategies in enhancing students’ creative writing skill.

D. Definition of Key Term

1. Writing

The definitions of writing are variously stated by some experts.

According to rivers; writing is conveying information or expression of original

ideas in a consecutive way in the new language.⁶ In this research, writing is a medium for students to write their ideas through narrative text (poem, poetry, fiction and nonfiction stories).
convincing arguments, and conveying meaning through a well-constructed text.:

2. Writing Skills

"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.⁷ Nunan stated that writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to the reader⁸. In this research, writing skill is the ability of students in delivering and organizing ideas through various text materials.

3. Effective Writing Strategy

Effective writing strategy is a way to teach students' writing skills in delivering and organizing ideas that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and

L, Nasir, S,M, Naqvi, and S, Bhamani, *Enhancing students' creative writing skills: An Action Research project*. Acta Didactica Napocensia, 6 (2) (2013), pp 27-31.

⁷ <https://www.englishclub.com/writing/what.htm>

⁸ Nunan, D. (2002). Listening in language learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 238-241). Cambridge: Cambridge University Press.

to convey meaning through well-constructed text.⁹ In this research, effective writing strategy is a way English Department Lecturer teaches students writing skill in delivering and organizing ideas that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through a well-constructed text.

E. Limitation of the research

The researcher limits this problem focused on lecturer's strategies in enhancing students' writing skills. This research focuses on students in IAIN CURUP to make students creative writing skill to get good writing skill.

F. Significance of the research

This research is very useful for all, among the benefits of this research are as follow:

1. For Students

It is useful for students at IAIN CURUP, because this study is conducted to know the students' creative writing in their writing thesis.

⁹ Chih, H. K. (2008). Designing an online writing system: Learning with support. *ELC Journal*, 39(3), 285-299.

2. For Further Researchers

The result of this study can be used as a reference for other researchers who are interested in conducting similar studies.

3. For English Study Program

By conducting this research, the researcher hopes that this research will be available for other students of English Tadris Study program to make them aware of one concept in understanding about the writing subject.

A. Thesis Organization

- a. The systematic discussion in this research has five chapters, they are:
Chapter I is Introduction. In this chapter the researcher explains specifically about the background, problem of the study, research objectives, significance of the study, operational definition, delimitation of the research and organization of the study.
- b. Chapter II; this chapter contains of review of related literature, the researcher includes review or related theories, and it entails is about the definition of lesson plan.
- c. Chapter III includes the kind of research which explains about the research method used, kind of the research, object of the research, source of data, research instruments, and technique of data collection.

- d. In Chapter IV, this Chapter entails the finding and conclusion. In this chapter, the researcher will explain and interpret the result of the research.
- e. The last chapter is Chapter V. this chapter encompasses the conclusion and suggestion. In this chapter, the researcher concludes the result of the research and gives suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Writing

In terminology, writing depicts “people communicating through a written form”. In the other opinion, writing is a language skill which is important for the students to learn. It is not a natural gift from God to us, but some students believe that writing is not a skill which can be learned. The students have wrong opinion on their head about writing. “They will never try to write their best because of wrong attitudes that they have. The other expert says that writing is physical and mental act, at the most basic level.

Writing is the person’s ability to express ideas or thoughts to the other person with the writing media. According to Tarigan, writing is “the process of describing of language, so the message which is delivered by the author can be understood by the reader”. Writing aims to express idea, feeling or message and also give information. In writing, students could not begin to learn how to write if they did not already know their language. In this regard, the teacher provides the students with various writing materials that can improve the students ‘writing skill. The teacher always gives understanding to the students how to write and

focus to write.¹⁰ From the theories above it is clear that writing is a person's ability to express his/her idea through writing media in order to communicate to others.

2. Types of Writing

There are four main types of writing: descriptive, expository, persuasive, and Narrative.

a. Expository

Writing in which the author's purpose is to inform or explain the subject to the reader. The main purpose expository writing is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

b. Descriptive Writing

A type of expository writing that uses the five senses to describe a picture for the reader. This writing incorporates imagery and specific details. The main purpose of descriptive writing is to describe. It is a style of writing that focuses on describing a character, an event, or a place in a great

¹⁰ Harmer, J., *How to Teach Writing*. England: Pearson Education Limited, (2004).

detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

c. Persuasive Writing

Writing that states the opinion of the writer and attempts to influence the reader. The main purpose of persuasive writing is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, newspaper opinion, and editorial pieces.

3. Writing Skill

Writing skill is an important part of communication. Good writing skill allows you to communicate your message with clarity and sees to a far larger audience than through face-to-face or telephone conversation. In this research, writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective. Writing Skill is a companion to the Student Success Guide.

Writing is one of language skills that must be learnt by the students besides the other language skill. Most of people use writing skill every day such as in

writing report, letter, diary, note, e-mail, job application and so on. Nevertheless, as a productive skill, writing skill has been recognized as a difficult subject by the students. The students require a lot of time when they will start putting their ideas, make sentences and compose the sentences into a paragraph. Harmer (2004:3) states that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.

Furthermore, Zemach and Rumisek (2005:v) state that writing is a very important part of your university study. You will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exam that may be a few sentences long or a complete essay. This indicates that unconsciously, writing is a skill often done by everyone, especially by students such as making assignments, making notes or learning summary in notebook, answering brief essay test, writing a report and so on.

Langan (2008:13) argues that writing is a skill, not a natural gift. It is a skill like driving, typing, or cooking; and, like any skill, it can be learned and practiced. It means that writing skill is not a natural talent possessed by everyone; therefore, it is needed much work hard and practice continuously in learning this skill. Every student or everyone will face the difficulties when they will begin to write something, since in a good writing the students have to know the construction of sentence. In addition, the writers must think carefully before

writing something to make sure that the readers can understand the content of the text. Nevertheless, they may not surrender even though this skill is difficult for them, by much learning and practicing, it can improve their writing skill to achieve the maximal result.

In supporting statement above, Harmer (2004:33) argues that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. Therefore, writing is very important for students because students are not only writing in the lesson of writing; however, it is also required in four skills since writing has been included in four skills. Furthermore, the students also firstly write their opinions in a discussion before their opinion is expressed in oral form because it can help the students especially for students who cannot fluently express their opinion orally.

Writing as a skill, the importance of teaching writing is a basic skill, as important as listening, speaking, and reading. Students need to know how to write¹¹ correctly, how to write a report, and how to write by using electronic media. Furthermore, Weigle states that the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society

¹¹ Hyland, K, *Teaching and Researching Writing*, UK: Pearson Education Limited, (2009).

beyond school, and for some, to pursue careers that involve extensive writing¹². Teaching writing is very important. Through writing, the students can reinforce the grammatical structure, vocabularies, ideas, punctuation and also can explore their creativity and potential to be developed further. Writing enhances language acquisition and developing their thought critically; therefore, teaching writing becomes very important to students. Writing skill can be mastered by working hard and practice continuously; thus, a writer can construct a good writing which can improve his or her communicative ability in written form and assist the writer to share their ideas, knowledge, feelings and opinions to other people.¹³

4. Effective Writing Skills

Effective writing skill is central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshman year¹⁴. Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education.¹⁵ Just as Davies & Pearse mentions writing involves the following basic skills:

- a. —handwriting and typing

¹² Wang, Z.Y. (1999). Language and culture (p.59). Higher Education Press

¹³ Skern, T, *Writing Scientific English. Austria*, Facultas Verlags und Buchhandels AG, (2009).

¹⁴ Geiser, S., & Studley, R. (2001). UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California. Oakland: University of California Office of the President. Retrieved 2002, March 1 from http://www.ucop.edu/sas/research/researchandplanning/pdf/sat_study.pdf

¹⁵ Benjamin, R., & Chun, M. (2003). A new field of dreams: The collegiate learning assessment project. *Peer Review*, 5(4), 26-29.

- b. —spelling —constructing grammatical sentences
- c. —punctuating at high levels, writing involves cognitive skills such as:
- d. —gathering information and ideas relevant to the topic, and discarding what is not relevant
- e. —organizing the information and ideas into a logical sequence
- f. —structuring the sequence into sections and paragraphs
- g. —expressing the information and ideas in a written draft
- h. —editing the draft and writing out a final text Scarcella and Oxford¹⁶
maintain that writers draw on four types of competencies:
 - a. Grammatical competence: Use of grammar rules, morphology, syntax, spelling, and punctuation;
 - b) Sociolinguistic competence: rules that enable writers to vary their writing according to their purpose, topic, and audience;
 - b. Discourse competence: ability to organize texts cohesively and coherently through the use of devices such as pronoun reference and ellipses or deletion of repetitive words;
 - c. Strategic competence: use of strategies such as brainstorming writing ideas, writing drafts, and revising.

When students are assigned a writing task, they should follow some writing principles. Jim Scrivener¹⁷ recommends some ways in which guided writing exercises can help students prepare for a writing task:

¹⁶ Ibid p.

- a. Students think about the topic before they write
- b. Students brainstorm ideas and approaches
- c. Students discuss the topic with other students, getting new ideas and clarifying their own thoughts
- d. Students see example writing that deals with similar issues
- e. The class works on a piece of similar writing together
- f. Students do some preliminary writing exercises – making notes, answering questions, ordering ideas, linking sentences, and etc.
- g. Students work through some language exercises containing language that may be useful in their writing

Students prepare a rough draft of writing for discussion, correction and amendment. Writing skill can be trained through the way of integrating writing practice into teaching intensive reading. The focus is laid on cultivating students' ability of conception and composing paragraphs and texts. The main teaching mode is to let students find the topic sentence and the main idea, analyze the paragraph coherence and make an outline of the passage. The teacher guides their students to conduct writing by asking questions. By means of explanation and evaluation, the teacher intends to enlighten students to write well.

5. Effective Writing Strategies

¹⁷ Scrivener, J. (2002). Learning teaching: A guidebook for English language teachers (p.159). Shanghai Foreign Language Education Press

In order to achieve better writing results, effective writing strategies are in desperate need. The following parts serve as an introduction of writing strategies to improve students' writing competencies. Ariel and Will Durant Said Clearly, the instinct for human being to express their feelings, their thoughts, and their experiences in some lasting form has been with us for a very long time¹⁸.

- a. The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas. There is an example of selective courses for university students in Finland. This writing course is open for all the students, who are in different grades and have different linguistic competencies. This concept is conducted by process writing method and students should write a composition in the following steps: make an outline of a composition, write a composition, edit the composition, and evaluate the composition. Writers get feedback from their teacher and peers in order to revise their compositions and make it more effective.
- b. Because of the variety of tasks which must be performed, together with the advisability of bringing in various skills, talents, and points of view, writing is frequently a team effort or a co-authored venture. It goes without saying that all members of a materials writing team will have professional qualifications for the assignment. A good team should have a balance of interests with at least one grammatical expert along with people who have

¹⁸ Ariel and Will Durant, *Effective strategies to improve writing of adolescents* A report to carnegie corporation of New York.2006,p.3

strong backgrounds in language learning theory and sociolinguistics. At the same time, when it comes to organizing the writing, members' particular talents need to be heeded. Some will work more effectively as originators or conceptualizers, some will be effective finishers, while others would be best assigned as polishers or re-write specialists. Team members will complement each other.¹⁹

- c. Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions. Guided writing is a very important classroom tool for helping students to become better writers. Help is given in thinking through ideas, ordering them, considering vocabulary and grammar, co-operatively preparing notes and draft copies, and in other ways of making preparations to write. A student can learn to become a better writer by (i) being actively encouraged to follow through a series of preparatory steps before the final text is produced, and (ii) becoming more aware of that preparation process, so that it can be done more independently and transparently in future²⁰. The writing activities should be chosen according to students' interests and level. The teacher should take many factors into consideration. He should make sure if the writing tasks are appropriate for the students to complete. It is a question of what

¹⁹ Dubin, F., & Olshtain, E. (2002). Course design (p.174). Shanghai Foreign Language Education Press.

²⁰ Scrivener, J. (2002). Learning teaching: A guidebook for English language teachers (p.159). Shanghai Foreign Language Education Press.

language the students have at their command and what can be achieved with this language. A little real composition work can be started at lower levels with activities such as parallel compositions, parallel letters, and picture compositions. Composition work at higher levels can involve the whole class, or working in pairs or groups, as well as working individually. The design of writing assignments depends on how much language the students know and what their interests are. Only in this way, can students achieve creative writing and be highly motivated.

- d. With the rapid development of information technology, more and more universities are integrating new emerging technologies into language teaching. As for the writing aspect, the corpus and a variety of automated scoring systems are put into use. The corpus can provide the teacher and students with rich and various language resources. The automated scoring system is a good assistant for the teacher because it can grade students' compositions automatically and points out the errors and shortcomings in students' wrong samples. Under the background of curriculum integration, a well-designed course is to be arranged and more learning tools that are useful for students are to be offered. Students' information literacy is enhanced since they have to grasp the basic information and technologies so as to take advantage of advanced information technologies to promote their learning effects. In addition, blog, QQ, MSN and email are good communication tools for students to learn cooperatively.

- e. The evaluation of written work weighs heavily on students' writing abilities. It is really frustrating for the students to find their written work filled with red lines and bad comments. There is a problem of over-correction. The teacher needs to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other. It is a good way for the teacher to make correction of some important aspects, and let the students evaluate their peer's work in some trial and minor respects. The teacher ought to rethink their teaching behaviors and adjust their teaching methods to meet students' real needs.
- f. Reading and writing are two sides of the same coin. They are complimentary to each other. They can be both input and output. Therefore, they should be treated as an interactive and integrated whole. One cannot play its full role without the other. Writers can get ideas by reading what others have written about a topic. A good written work may throw light on readers and they may learn how others compose a composition. Good writers are likely to write down what they think are good words, sentences and expressions. Therefore, it is beneficial for the teacher to raise students' awareness of getting ideas by reading a large amount of relevant materials.²¹

²¹ Geiser, S., & Studley, R. (2001). UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California. Oakland: University of California Office of the President.

From the strategies above the researcher can conclude the effective writing strategy in the table below;

Table 1
Effective Writing Strategies

No	Strategies	Description
1	The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas	This concept is conducted by process writing method, and students should write a composition in the following steps: make an outline of a composition, write a composition, edit the composition, and evaluate the composition. Writers get feedback from their teacher and peers in order to revise their compositions and make it more effective.
2	Writing is frequently a team effort or a co-authored venture.	It goes without saying that all members of a materials writing team will have professional qualifications for the assignment. A good team should have a balance of interests with at least one grammatical expert along with people who have strong

Retrieved 2002, March 1 from <http://www.ucop.edu/sas/research/researchandplanning/pdf/satstudy.pdf>

		backgrounds in language learning theory and sociolinguistics.
3	Writing involves a different kind of mental process	There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions. Guided writing is a very important classroom tool for helping students to become better writers. Help is given in thinking through ideas, ordering them, considering vocabulary and grammar, co-operatively preparing notes and draft copies, and in other ways of making preparations to write
4	With the rapid development of information technology, more and more universities are integrating new emerging technologies into language teaching.	As for the writing aspect, the corpus and a variety of automated scoring systems are put into use. The corpus can provide the teacher and students with rich and various language resources. The automated scoring system is a good assistant for the teacher because it can grade students' compositions automatically and points out the errors and shortcomings in students' wrong samples.

5	The evaluation of written work weighs heavily on students' writing abilities.	It is really frustrating for the students to find their written work filled with red lines and bad comments. There is a problem of over-correction. The teacher needs to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other.
6	Reading and writing are two sides of the same coin. They are complimentary to each other.	They can be both input and output. Therefore, they should be treated as an interactive and integrated whole. One cannot play its full role without the other. Writers can get ideas by reading what others have written about a topic. A good written work may throw light on readers and they may learn how others compose a composition.

The table below leads the researcher to answer the first questions; what is teacher strategy in promoting effective writing strategy. The theory guided the researcher to answer through instrument in the next chapter.

B. RELATED FINDINGS

Related to this research, especially about writing that has been investigated by other researchers, they are as follows:

The first finding from Tita Nurul Fajriani. This study was carried out to improve the students' writing ability through Clustering Technique in the second year of SMP Al-Hasra academic year 2010-2011. The subjects of this study consisted of 31 students. The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMP Al-Hasra as an observer and collaborator. This study was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through interview, field notes, questionnaire, and test. The result of the study showed that there was improvement of students' writing ability. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 70 (seventy). The students' mean score in preliminary study was 55.85. The mean score in the first cycle was 66.13. The mean score in the second cycle was 73.19. In addition, there was a positive response from the English

teacher about implementing the action. In conclusion, Clustering Technique could improve students' writing ability.²²

The second finding is from Intan Karolina. The final project is about the teaching narrative texts in improving writing skill to the tenth grade students of SMA N 1 Petarukan. Teaching writing to Senior High School is not an easy task. It requires a lot of creativity from a professional teacher. The object of the study is to find out the students' achievement in writing narrative texts. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The subject of the study is the tenth grade students of SMA N 1 Petarukan, Pemalang in the academic year of 2005 / 2006. There were 42 students (25 girls and 17 boys). The writer took all of them as the subject of the study. The technique used for collecting data is pre-test and post-test and interview. First, the writer gave a pretest. It was conducted at the beginning of the research. Second, the second activity was held. It was continued with the third activity, the fourth activity, the fifth activity, the sixth activity and post-test was conducted. At last the teacher made interview with the students about the difficulties in writing. The result of the study was that the students' progress during teaching and learning activity by using narrative texts to improve writing skill was good. The students' achievement in writing was improved, it was supported by the significance result of the pre-test was 62.09%; writing the first draft on the first cycle was 65.52%; writing the second draft 71.53%; writing the final copy was 74.38%; writing the first draft on the second cycle was 72%; writing the second draft was 75.42% and writing the

²² Uusen, A, *Writing Skills of 1st and 2nd Stage Students*, Tallin University, (2006).

final copy was 79.71%. Therefore, teachers should always try to create an interesting text for their teaching. Based on the result, teachers can apply narrative text to improve the students' writing skill.

CHAPTER III

METODOLOGY OF THE RESEARCH

This chapter discusses research methodology. It involves the kind of the research, subject of the research, techniques of data collection, research instrument and techniques of data analysis.

A. Kind of The Research

The type of this research was descriptive method which was presented in a qualitative way. According to Hancock and Beverley, descriptive design means which focus on the analysis of textual data.²³ From the theory above, it is clear that the aim of descriptive research is to describe the data or description data about lecturer's strategy in enhancing students' effective writing skills at English Study Program STAIN Curup

According to Denin qualitative research is a situated activity that locates the observer. It consists of a set of interpretive, material practices that makes the world visible. Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret some phenomena in the field.²⁴ From the statement above, it can be concluded that qualitative way aims to give more the explanation or interpret cases or event about approaches used by the lecturer for enhancing

²³ Hancock. Beverley, *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*, (Trent Focus Group: Retrieved in Research, 1998), p.67.

²⁴ Denzin. *Qualitative Research*, (The elephant in the living room: Or extending the conversation about the politics of evidence, 2009), p. 3.

students' creative writing at English Study Program STAIN Curup. Then researcher explained the data systematically because there were some phenomena which were different using both of theories and field research.

B. Subject of The Research

Subject is an individual in research. This individual is used as a source of information in an effort to collect the research data. The researcher selected a lecturer who taught Writing subject at STAIN Curup. there is one lecturer. Next, the researcher used purposive sampling techniques. According to Sugiono, purposive sampling is a technique applied to choose the research subject based on some considerations.²⁵ The researcher used some considerations resting upon the lecturer's experience in teaching writing. In this case, there was 1 lecturer who taught writing subject. The lecturer taught the students how to write something effectively. The researcher selected one writing lecturer as the subject of the research.

C. Technique of the Data Collection.

1. Observation

Observation is one of the oldest and most fundamental research method approaches. It involves collecting impression of the word using all of one's sense, especially looking and listening in systematic and purposeful way to

²⁵Sugiyono, *Metode Penelitian Pendidikan*, (Bandung:Alfabeta, 2010), p. 112.

learn about a phenomenon of interest²⁶. So, in observation, the status of phenomenon was not determined by asking but by observing. Observation was done to get information about human behavior as like in reality. The ways in doing observation were: a) the researcher prepared the concept of observation form; b) the researcher joint in the classroom, c) researcher did observation in the classroom when selected subjects were teaching English. By using observation guide, the researcher observed the lecturer's strategies when teaching writing in the classroom. "Observation is systematic record – keeping and perception to accurate symptoms"²⁷. It means that the researcher recorded the third semester students' writing activities in the classroom to get the data. In this research, the researcher used non participant observation. According to Kothari, "Non-participation observation means that the researcher does not follow directly as participant and separately as observer"²⁸. To do this observation, the researcher used checklist. The purpose of observation is to explain the situation that would be studied, activities in that area and the relation between the situation and the activities.

²⁶ Given, Lisa M. (editor). 2008. *The Sage encyclopedia of qualitative research methods*. California, Sage-Thousand Oaks.

²⁷ Kothari. 2004. *Research and Methodology*. New Delhi: New Age International (P) Limited, p. 97

²⁸ *Ibid*

2. Interview

The researcher used semi structured interview. It aimed to get the information about the research problem. The interview was done on face to face with the writing lecturer. However, before the interview was conducted, the researcher asked for a confirmation when and where the writing lecturer was ready for interviewed. This research selected an in-depth interview. In-depth interview attempts to achieve a holistic understanding of the interviewees' point of view or situation. Because researcher was ensured of what had happened in some issues, the researcher was enabled to talk freely and ask some questions as possible.²⁹ Here, the researcher made interview guide that had some questions to be asked, but it did not rule out the possibility that there were other questions that would be arisen to support data. Interview had been done one time for teachers. The interview was recorded by using recorder. The result of the recording was shown in transcript. The researcher prepared to interview some questions about the lecturer's strategy in enhanceing students' effective writing skill.

D. Research Instrument

To get more data about this research, the researcher used the following instruments:

1. Checklist

²⁹ Catherine Dawson, *Practical Research Methods*, (Cromwell Press. Withlshire, 2002), p. 27-28

Research instrument is very important to obtain the result of this research. In this research the researcher used checklist to find the data about strategy used by the teacher in enhancing students' effective writing. The researcher just wrote check (√) on the table provided and then analyze it based on theory. This checklist was suitable to gain the data especially in collecting and classifying the data based on the problems. In short, in this research, the researchers comprehended the data and analyzed it based on the Geiser, S., & Studley theories without involving another person. Before the researcher took the data into the checklist, the research provided some information related to checklist. The checklist table can be seen on the table below;

Table 1
Checklist Instrument

No	Theory	Indicator	Checklist
1	The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas	a. Students should write a composition in the following steps: make an outline of a composition, write a composition, edit the composition, and evaluate the composition. Writers get feedback from their teacher and peers in order to revise their compositions and make it more effective.	

2	Writing is frequently a team effort or a co-authored venture.	<ul style="list-style-type: none"> a. It goes without saying that all members of a materials writing team b. A good team should have a balance of interests with at least one grammatical expert c. People who have strong backgrounds in language learning theory and sociolinguistics. 	
3	Writing involves a different kind of mental process	<ul style="list-style-type: none"> a. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions. 	
4	With the rapid development of information technology, more and more universities are integrating new emerging technologies into language teaching.	<ul style="list-style-type: none"> a. As for the writing aspect, the corpus and a variety of automated scoring systems are put into use. 	
5	The evaluation of written work weighs heavily on students' writing abilities.	<ul style="list-style-type: none"> a. The teacher needs to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other. 	
6	Reading and writing are two sides of the	<ul style="list-style-type: none"> a. they should be treated as an 	

	same coin. They are complimentary to each other.	<p>interactive and integrated whole. One cannot play its full role without the other.</p> <p>b. Writers can get ideas by reading what others have written about a topic.</p> <p>c. A good written work may throw light on readers and they may learn how others compose a composition.</p>	
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1. Interview guidance

In this research, the researcher used interview guidance as the instrument of this research. Instrument was used to investigate about the strategy used by the lecturer to enhance students' effective writing skill. Next, the researcher wrote the interview items based on the indicators which were in blueprint. In the written interview consisted of items interview, instruction and the time allocation the interview design on essay form. The researcher selected the other lecturer at STAIN Curup teacher as the validator. The researcher gave the interview to get the comment and feedbacks about the interview which had been made. First revision was to evaluate interview whether there was an interview or some points that should be revised. The researcher would revise the interview based on the suggestions of lecturer has qualification.

For designing the interview guideline, the researcher constructed the instrument by adopting the Geiser, S., & Studley theories. From those theories, the researcher determined the strategy into indicators of strategy in enhancing students' effective writing skill. Tabel Below displays the blueprint of interview:

Table 1
Interview Guidance

No	Theory	Indicator	Questions
1	The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas	a. Students should write a composition in the following steps: make an outline of a composition, write a composition, edit the composition, and evaluate the composition. Writers get feedback from their teacher and peers in order to revise their compositions and make it more effective.	1. Do you cultivate your students' critical thinking. 2. Do you lead your students to write something using wrting steps? 3. Do you have problem in cultivating your students' critical thinking 4. Do you have problem in leading your students to compose wrtitng using some steps?
2	Writing is frequently a team effort or a co-authored venture.	a. It goes without saying that all members of a materials writing team b. A good team should have a balance of interests with at least one grammatical expert	1. Do you make a group working in teaching writing? 2. When they work in group, do you put one student who masters in grammar in each group? 3. When they work in grup, do you put one

		c. People who have strong backgrounds in language learning theory and sociolinguistics.	student who masters in a certain topic in each group? 4. What is the problem?
3	Writing involves a different kind of mental process	a. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions.	1. Do you give much time to your students to finish their writing in writing class? 2. What is the problem?
4	With the rapid development of information technology, more and more universities are integrating new emerging technologies into language teaching.	a. As for the writing aspect, the corpus and a variety of automated scoring systems are put into use.	1. How do you assess your students' writing? 2. Do you assess your students' writing by automated scoring apps? 3. What is your problem?
5	The evaluation of written work weighs heavily on students' writing abilities.	a. The teacher needs to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other.	1. Do you treat your students with the same purpose? 2. What is the problem?
6	Reading and writing are two sides of the same coin. They are complementary to each other.	a. students should be treated as an interactive and integrated whole. One cannot play its full role without the other. b. Writers can get ideas by reading what others have	1. Do you teach writing integratedly with reading? 2. Do you lead your students reading to get the idea before writing? 3. What is the problem?

		<p>written about a topic.</p> <p>c. A good written work may throw light on readers and they may learn how others compose a composition.</p>	
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E. Technique of Data Analysis

There are five steps in analyzing the data, for example organizing and preparation data, reading the data, coding, description and interpretation data.

1. Organizing and preparing the data for analysis.

This involves transcribing interviews. Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information.³⁰ In this research researcher did some organization and preparation for analyzing data from interview and observation pertinent to strategy used by the teacher in enhancing students' effective writing.

2. Reading the data.

It makes a general sense of the information and to reflect on its overall meaning. What are the participant response, and some answers are gained from interview and some from observation result.

³⁰John W. Creswell, *Research. Design. Qualitative. Quantitative. And Mixed Methods Approaches*. ThirdEdition, (Los Angeles: University Of Nebraska-Lincoln, 2009), p. 185.

3. Coding

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.³¹

4. Description

Researcher gives the description, and themes will be represented in the narration based on the research problems. Then, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

5. Interpretation

The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in the understanding. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.³² It collaborated the finding of the research to the theories provided in this context.

³¹*Ibid.* p. 185-186.

³²*Ibid.* p. 187-189.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains about the finding and discussion as regards the result of observation and interview. It consists of the answer of the research question. The answer is shown in this part as follows.

A. Finding

To get more information about the lecturer's strategies in enhancing students' effective writing skill at IAIN Curup, the researcher presented the finding by giving the clear data from a lecturer who taught writing subjects. The ways to gain the data were: first by observing the lecturer to get more information about strategies used by lecturer in enhancing students' effective writing. While, interview was conducted to reach further detailed data. This research had been done on September-October 2018.

1. Lecturer's Strategies in Enhancing Students' Effective Writing

To investigate the lecturer's strategies in enhancing students' effective writing, the researcher observed the lecturer the questionnaire comprehensibly to gain the data. The researcher showed the data based on strategies used by lecturer in teaching writing. From the result, the researcher found some data as explained below:

Table 1
Checklist Instrument

	Theory	Indicators	Checklist
1	The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas	1. Lecturer asks students to make an outline of composition 2. Lecturer asks students to write the composition 3. Lecturer asks to edit their own composition 4. Lecturer evaluates the composition 5. Lecturer gives feedback to their students 6. Lecturer asks students to do peer correction	✓
2	Writing is frequently a team effort or a co-authored venture.	7. Lecturer asks students to write in a group	-
3	Writing involves a different kind of mental process	8. Lecturer helps students in thinking through ideas, ordering them, ideas, and draft copies.	✓
4	With the rapid development of information technology, more and more universities are integrating new emerging technologies into language teaching.	9. Lecturer uses electronic tool to promote his teaching such as blog, QQ, MSN and email	✓
5	The evaluation of	10. Lecturer evaluates	

	written work weighs heavily on students' writing abilities.	students work 11. Lecturer adjusts his teaching method to meet students need	✓
6	Reading and writing are two sides of the same coin. They are complimentary to each other.	12. Lecturer integrates reading and writing as an integrated wrote.	✓

From the table above, it can be concluded that the lecturer used some strategies in enhancing students' effective writing skill. It can be seen in the table below;

No	Strategies in enhancing students' writing skill	Description
1	The teacher should change their teaching concept and pay attention to cultivate students' critical thinking ideas	Used
2	Writing is frequently a team effort or a co-authored venture.	Not used
3	Writing involves a different kind of mental process	Used
4	With the rapid development of information technology, more and more information integrating new emerging technologies into language learning	Used
5	The evaluation of written work weigh heavily on students' writing abilities	Used
6	Reading and writing are two sides of the same coin, they are complementary each other	Used

From the data above, it was clear that the lecturer who taught writing subject used some strategies in enhancing students' writing skill. From the observation, it was clear that the lecturer asked students to make an outline of composition during the lesson. The second, lecturer asked the students to make a composition

after they made their own outline. The indicator could be seen when the researcher found that the lecturer asked the students to edit the composition by themselves, lecturer also evaluated students' works and gave feedback to their students. Lecturer also asked students to do peer correction. All of the data were found by the researcher when conducting the observation.

The second strategy was not used by the lecturer because the writing lesson had limitation time for one meeting. This strategy needed more time to be applied. The second strategy concerned in lecturing students to write in group. Time was needed more here because they worked together in a team to create a composition.

The third strategy which was used by writing's lecturer was writing involving a different kind of mental process. It was focus on how the lecturer helped students in thinking through ideas, ordering, ideas, and draft copies. Here, the researcher found that the lecturer used some media to help students with their ideas. The lecturer used flat picture to motivate and to drive students' interest before writing/during the writing class. In a different period, the lecturer also used power point to show some jumbled pictures to make students' mental process sustainable.

The fourth strategy was involving electronic devices to promote his teaching writing. Here, the researcher could gain the data from the observation that the lecturer used some application to promote teaching writing. The researcher got the fact that the lecturer used Whatsap application to give

feedback, to check students' work. Lecturer also applied Facebook to promote her teaching writing. In a certain time, the lecturer asked students to post their composition and gave another student to comment on the composition.

The fifth, researcher found that the lecturer always checked students' composition every meeting. Lecturer gave correction through many ways such as, direct to the paper, by posting it on Whataps group etc. teacher also gave a technique when teaching writing appropriate to students' needs. It can be seen from the activity in the class.

The sixth, the lecturer also integrated reading in teaching writing. This strategy was also used by the lecturer to enhance students' effective writing. Researcher found that the lecturer asked students to read some materials before they came to write their own composition. This strategy helped students to get some data and also some information connected to their composition. In a certain time, the lecturer also asked students to find some information on the internet through some articles, newspapers, journals, and etc.

From the data gained by the researcher, it was clear that the lecturer used five strategies from six ones as available. The lecturer did not apply the strategy that promoted students to write in a group because of time limitation. Meanwhile, all five strategies were used by the lecturer to enhance students' effective writing.

2. The implementation of the strategies in enhancing students' effective writing skill

The researcher interviewed a writing lecturer of English Study Program of fourth semester from the 30th of September to the 5th of November 2018. Based on the result of the interview, the following data were found:

Table 2
Interview Result

No	Theory	Indicators	Questions	Answers
1.	The teacher should change their teaching concept and pay attention	a. Students should write a composition in the following steps: make an outline of a composition, write a composition, edit the composition, and evaluate the composition. Writers get feedback from their teacher and peers in order to revise their	1. Do you ask your students to make an outline before writing something from a topic that you provide? Why. 2. Do you have difficulty in teaching writing? 3. What kind of difficulties do you find in teaching writing? 4. Do you ask your students to make an outline	1. Yes I told them to make an outline, or we usually call clustering, why? because by making a clustering or outline, they are easier to write 2. If the difficulty is certainly there, especially in the structure because writing is closely related to structure while writing, I also assess the structure 3. For example, the structure used is present tense but children often use past tense or tense errors

	to cultivate students' critical thinking ideas	compositions and make it more effective.	<p>before starting writing? Why.</p> <p>5. Do you have difficulty in guiding students to writing?</p> <p>6. Do you check the outline that has been made by students?</p> <p>7. Do you ask your students to re-edit the outlines made by students?</p> <p>8. Is there feedback between you and students when you explain the outline?</p>	<p>4. Yes, of course, why? Because it makes it easier for them to make the next paragraph. So, they write according to the outline they make</p> <p>5. There must be difficulties and how to overcome them. I asked them to find help to seniors or lecturers</p> <p>6. Yes, I checked again because now using online media if all the outlines made are on Whatshap</p> <p>7. Yes after the new revised outline was made they sent via Whatshap</p> <p>8. There is made first corrected again</p>
2.	Writing is frequently a team effort or a co-	<p>a. It goes without saying that all members of a materials writing team</p> <p>b. A good team should have a balance of</p>	9. In giving the writing assignment, do you group your students into groups in making	9. Individual

	authored venture.	interests with at least one grammatical expert c. People who have strong backgrounds in language learning theory and sociolinguistics.	assignments?	
3.	Writing involves a different kind of mental process	a. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions.	10. Do you help your students to develop ideas from topics that mom gives?	10. For sure. They have been given the topic they immediately made clustering. after that make the sentences topic. Then make a paragraph
4.	With the rapid development of information technology, more and more universities	a. As for the writing aspect, the corpus and a variety of automated scoring systems are put into use.	11. Do you assess student results from writing?	11. How to evaluate it. see how they make clustering, topic sentences, and make a paragraph

	s are integratin g new emerging technologi es into language teaching.			
5.	The evaluation of written work weighs heavily on students' writing abilities.	a. The teacher needs to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other.	12. How do you assess your students work in writing?	12. Yes. their assignment is sent via Whatshap group every day. Through the attendance is also assessed
6.	Reading and writing are two sides of the same coin. They are complime ntary to each	a. students should be treated as an interactive and integrated whole. One can not play its full role without the other. b. Writers can get ideas by	13. Do you have difficulty in assessing writing results from students? 14. in writing you also assess students reading skills while you focus on writing	13. Difficulties must be there because with the number of writing one person. but already classified every writing value there are aspects that will be assessed 14. Yes. read must be balanced with writing the ability of people who

	other.	reading what others have written about a topic. c. A good written work may throw light on readers and they may learn how others compose a composition.	assessment?	often read and certainly not the different paragraphs they wrote
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Assignment by individual work; Third, the lecturer offered steps in creating composition. Students made cluster, next, they made topic sentences, the last, the lecturer asked students to make paragraph. Fourth, the lecturer assessed students' writing by checking their ability in creating; cluster, topic sentences, and in making a paragraph. Fourth, it was about evaluation. The lecturer used Whatapps to evaluate the students because this was the easiest way to reach the students' work every time. The last, the lecturer involved reading in her teaching process. Reading can help students find many sources connected with their composition.

B. Discussion

Effective writing skill is central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor

of success in course work during the freshman year. Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education.

In this part, the researcher tried to investigate the lecturer's strategies in enhancing students' effective writing and the implementation of the strategies in teaching writing. Started by analyzing the observation sheet, the analysis was to find what the lecturer's strategies in enhancing students' effective writing of English Tadris Study Program and then continued by the use of interview in seeking how the lecturer implemented the strategy.

3. Lecturer's Strategy in Enhancing Students' Effective Writing

By analyzing the observation sheet taken from the lecturer who taught English writing skill, the researcher completely collected the data needed; the strategy used by the lecturer in enhancing students' effective writing. In field, the researcher found there were five strategies used by the lecturer in enhancing students' effective writing; from the observation, it was clear that the lecturer asked students to make an outline of composition during the lesson. The second, lecturer asked the students to make a composition after they made their own outline. The indicator could be seen when the researcher found that the lecturer asked the students to edit the composition by themselves, lecturer also evaluated students' works and gave feedback to their students.

Lecturer also asked students to do peer correction. All of the data were found by the researcher when conducting the observation.

The second strategy was not used by the lecturer because the writing lesson had limitation time for one meeting. This strategy needed more time to be applied. The second strategy concerned in lecturing students to write in group. Time was needed more here because they worked together in a team to create a composition.

The third strategy which was used by writing's lecturer was writing that involved a different kind of mental process. It was focused on how the lecturer helped students in thinking through ideas, ordering, ideas, and draft copies. Here, the researcher found that the lecturer used some media to help students with the ideas. The lecturer used flat picture to motivate and to drive students' interest before writing/ during the writing class. In a different period, the lecturer also used power point to show some jumbled pictures to make students' mental process sustainable.

The fourth strategy was involving electronic devices to promote his teaching writing. Here, the researcher could gain the data from the observation that the lecturer used some applications to promote teaching writing. The researcher got the fact that the lecturer used Whatsap application to give feedback, to do check students' work. Lecturer also utilized Facebook to promote her teaching writing. In a certain time, the lecturer asked students to post their composition and gave another student to comment on the composition.

The fifth, researcher found that the lecturer always checked students' composition every meeting. The lecturer gave correction through many ways such as, directing to the

paper, by posting it on Whataps group, and etc. The lecturer also gave a technique when teaching writing appropriately to students' needs. It could be seen from the activity in the class.

The sixth, the lecturer also integrated reading in teaching writing. This strategy was also used by the lecturer to enhance students' effective writing. The researcher found that the lecturer asked students to read some materials before they came to write their own composition. This strategy helped students to get some data and also some information connected to their composition. In a certain time, the lecturer also asked students to find some information on the internet through some articles, newspapers, journals, and etc.

From the data gained by the researcher, it was clear that the lecturer used five strategies from the six ones which were available. The researcher did not apply the strategy that promoted students to write in a group because of time limitation. Meanwhile, all five strategies were used by the lecturer to enhance students' effective writing.

1. How the lecturer implemented the strategies in teaching writing

There were some steps that occurred when the lecturer applied the strategy, first, the lecturer asked the students to make an outline but here the outline mentioned was called by clustering. The second, the lecturer checked students' outline before they wrote their composition if there was a mistake, the students had to revise the outline and sent it via Whatapps, and then the lecturer gave feedback through it. Second, the teacher gave the task or assignment by individual work. Third, the lecturer offered steps in

creating composition. Students made cluster, next, they made topic sentences, the last, the lecturer asked students to make paragraph. Fourth, the lecturer assessed students' writing by checking their ability in creating; cluster, topic sentences, and make a paragraph. Fourth, it was about evaluation. The lecturer used Whatapps to evaluate the students because this was the easiest way to reach the students' work every time. The last, the lecturer involved reading in her teaching process. Reading could help students to find many sources connected with their composition.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the results of this research by answering the research question and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concludes that:

1. There are five strategies used by the lecturer in enhancing students' effective writing. There entail: 1) the lecturer change the teaching concept and pay attention to cultivate students' critical thinking ideas; 2) writing involves a different period kind of mental process; 3) with rapid development of information and technology, the lecturer integrates new emerging technologies into language teaching; 4) the evaluation of written work weighs heavily on students' writing ability; and 5) reading and writing are complementary to each other.
2. The implementation of the strategies in teaching writing falls into the following ways: first, the lecturer asks the students to make an outline but here the outline mentioned is called clustering. The second, the lecturer checks students' outline before they write their composition. If there is a mistake, the students have to revise the outline and send it via Whatapps, and then the lecturer gives feedback

through it. Second, the lecturer gives the task or assignment through individual work. Third, the lecturer offers some steps in creating composition. Students make cluster, and next, they make topic sentences. The last, the lecturer asks students to make a paragraph. Fourth, the lecturer assesses students' writing by checking their ability in creating; cluster, topic sentences, and in making a paragraph. Fourth, it is about evaluation. The lecturer uses Whatapps to evaluate the students because this is the easiest way to reach the students' work every time. The last, the lecturer involves reading in her teaching process. Reading can help students to find many sources connected with their composition.

B. Suggestion

Based on the results of this research entitled by "the lecturer's strategies in enhancing students' effective writing at English Study Program of IAIN", the researcher suggests:

1. Students

The result of this research can expand the knowledge about the strategy in enhancing students' writing skill. So, they learn based on the strategy to improve their writing skill.

2. lecturers

This research is expected to give contribution to English lecturers as regards the strategy in enhancing students' writing skill. By knowing the strategies, it is hoped that the lecturers can develop their students' writing skill.

3. Researcher

The result of this research can give new knowledge for the researcher as guidance in the future because the researcher will be an English teacher.

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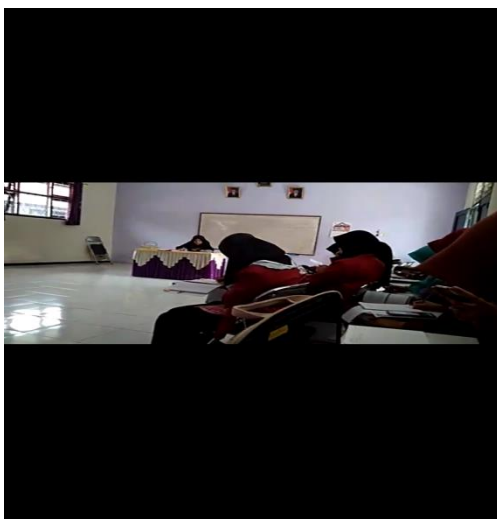
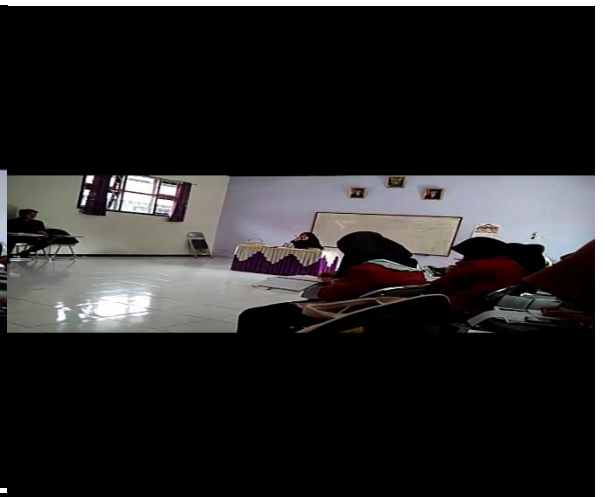
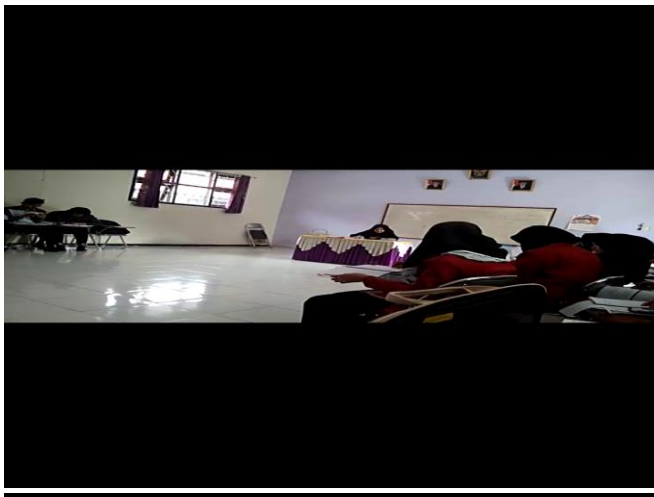
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A P P E N D I X



HASIL INTERVIEW TEACHER

- Peneliti : Mom Asslamualikum, disini saya ingin menginterview miss tentang strategy in enhancing students effective writing skill yang mom gunakan dikelas writing.
- Responden : Waalaikumsalam, he em,,.
- Peneliti : ok yang pertama apakah mom meminta siswa mom membuat outline sebelum menulis sesuatu dari sebuah topik yang mom berikan? Mengapa ?
- Responden : ya, saya menyuruh mereka untuk membuat sebuah outline atau biasa kami sebut clustering. Karena dengan membuat clustering atau outline tersebut mereka lebih mudah untuk menulis.
- Peneliti : oh seperti itu ya mom baiklah mom pertanyaan yang selanjutnya adalah apakah mom memiliki kesulitan dalam mengajar writing?
- Responden : kalau kesulitan pasti ada terutama di structure karena menuliskan erat hubungannya dengan structure sambil menulis juga menilai structure.
- Peneliti : ya mom lalu kesulitan seperti apakah yang mom temukan dalam mengajar menulis?
- Responden : misalnya structure yang digunakan present tapi anak-anak salah menggunakan tenses

Peneliti : hemmmm iya mom,apakah mom meminta siswa mom untuk membuat sebuah outline sebelum memulai menulis? Mengapa?

Responden : ya, tentu. Karena membuat mereka lebih mudah membuat paragraph berikutnya. Jadi mereka menulis sesuai outline yang mereka buat.

Peneliti : Ya mom lalu apakah mom memiliki kesulitan dalam membimbing siswa untuk menulis?

Responden : hemz., kesulitan pasti ada. Cara mengatasinya saya meminta mereka menemukan bantuan kepada senior ataupun dosen.

Penelitian : terus apakah mom mengecek kembali outline yang telah dibuat oleh siswa?

Responden : iya, di cek kembali karena sekarang menggunakan media online jadi semua outline yang dibuat ada di whatshap.

Peneliti : Terus Apakah mom meminta siswa mom untuk mengedit kembali outline yang dibuat oleh siswa?

Responden : ya, setelah dibuat outline direvisi baru mereka kirim lewat whatshap.

Peneliti : oh iya mom.adakah feedback anantara mom dan siswa disaat mom menjelaskan tentang outline?

Responden : ada. Dibuat terlebih dahulu baru dikoreksi kembali.

Peneliti : he'em.dalam memberikan tugas writing apakah mom mengelompokkan siswa mom menjadi beberapa kelompok dalam membuat tugas?

Respondent : tidak. Individual

Peneliti : apakah mom membantu siswa mom untuk mengembangkan ide-ide topik yang mom berikan?

Responden : pasti. Mereka sudah diberikan topik dan mereka langsung membuat clustering setelah itu membuat topik sentences selanjutnya membuat paragraph.

Peneliti : dan apakah mom menilai hasil siswa dari writing?

Responden : ya, tugas mereka perhari dikirim lewat whatshap group lewat absen juga dinilai.

Peneliti : bagaimana mom menilai siswa mom menulis?

Responden :cara menilainya. Terlihat dari cara mereka membuat clustering, topik sentences, dan membuat sebuah paragraph.

Peneliti : apakah mom memiliki kesulitan dalam menilai hasil writing dari siswa?

Responden : ya, kesulitan pasti ada karena dengan jumlah writingnya satu orang satu. Tapi sudah diklasifikasikan setiap nilai writing sudah ada aspek-aspek yang akan dinilai. Ada aspek grammar dan sebagainya.

Peneliti : apakah dalam menulis mom juga menilai kemampuan membaca siswa
sedangkan mom fokus terhadap penilaian writing?

Responden : ya, membaca harus diseimbangi dengan menulis. Kemampuan orang
Yang sering membaca dan tidak, pasti beda paragraph yang mereka tulis.

BIOGRAPHY



Petty Andespa was born in Lebong, Suka Sari on Juni 30th 1995. She is the second daughter of Mr. Sahibul and Mrs. Gusni. She has one sister, her name is Ria Ariani. She finished her studied in elementary school at SD 07 Suka Sari in 2008. Then, she continued her study to Junior High School at SMP N 01 Lebong Selatan in 2008 to 2011. After that, she became a student of Senior High School at SMA N 01 Lebong Selatan in 2011 to 2014. For the next education program, she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she graduated from IAIN Curup in 2019.