

**THE INSTRUCTIONAL DELIVERY OF
WRITING COURSE AT ENGLISH DEPARTMENT OF UMS:
A NATURALISTIC STUDY**

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Abstract

The objective of this research is to get a thorough description of the teaching learning process of Writing Course at English Department of Muhammadiyah University of Surakarta, covering the syllabuses, the learning objectives, the instructional materials, the teachers' roles, the students' roles, the classroom techniques, the classroom procedures, the teaching media, and the assessment models. The data of this research were collected through observation, interview, and documentation. This research was a naturalistic study. The result shows that the syllabus used in Writing I & II is grammatical syllabus and Writing III & IV task-based syllabus. The learning objectives categorized into two namely, general objectives and specific objectives. The instructional materials were divided into three categories: printed materials, visual materials, and materials from the internet. The teachers' roles were as organizer, consultant, feedback provider, assessor, and motivator. The students' roles were as active participant, peer reviewer, and peer editor. The classroom techniques consist of brainstorming, discussion, question and answer, self-correction, assignment. The classroom procedures of Writing I & II were BKOF-MOT-ICOT; Writing III were reviewing, gathering ideas, organizing, build writing activity; and Writing IV were reviewing, explaining the materials, gathering ideas, organizing, build writing activity. The media used were LCD Projector, board, slides, and videos. The assessment model consisted of: multiple choices, weekly assignments, quizzes, mid-test, and final-test.

Keywords: *Instruction, writing course, teaching writing*

Abstrak

Tujuan dari penelitian ini bertujuan untuk mmemberikan pemaparan yang komprehensif tentang proses belajar mengajar Mata Kuliah Menulis di Jurusan Bahasa Inggris Universitas Muhammadiyah Surakarta, yang meliputi silabus, tujuan pembelajaran, materi pembelajaran, 'peran, siswa guru peran, teknik kelas, prosedur kelas, media pembelajaran, dan model penilaian. Data penelitian ini dikumpulkan

melalui observasi, wawancara, dan dokumentasi. Penelitian ini merupakan penelitian naturalistik. Hasil penelitian menunjukkan bahwa silabus yang digunakan dalam Penulisan I & II adalah silabus gramatikal dan Menulis III & IV silabus berbasis tugas. Tujuan pembelajaran dikategorikan menjadi dua tujuan yaitu, umum dan tujuan khusus. Bahan ajar dibagi menjadi tiga kategori: materi cetak, materi visual, dan bahan-bahan dari internet. Peran guru adalah sebagai organizer, konsultan, penyedia umpan balik, penilai, dan motivator. Peran siswa adalah sebagai peserta aktif, peer reviewer, dan editor rekan. Teknik pengajaran terdiri dari brainstorming, diskusi, tanya jawab, koreksi diri, tugas. Prosedur kelas Penulisan I & II yang BKO-F-MOT-ICOT; Menulis III yang meninjau, mengumpulkan ide-ide, pengorganisasian, membangun aktivitas menulis; dan Penulisan IV meninjau, menjelaskan bahan, mengumpulkan ide-ide, pengorganisasian, membangun kegiatan menulis. Media yang digunakan adalah LCD Projector, papan, slide, dan video. Model penilaian terdiri dari: pilihan ganda, tugas mingguan, kuis, mid-test, dan terakhir uji.

Kata kunci: pengajaran, menulis, pengajaran menulis

1. Introduction

Instructional design is a theory that offers explicit guidance on how to better help people learn and develop (Reigeluth, 1999: 5). Instructional design is designed steps by steps to accommodate students' needs. Instructional design help the lecturers to be more effective, innovative, and more structured in teaching. Instructional design consists of: learning objective, syllabus, materials, teachers' roles, students' roles, classroom techniques, classroom procedure, media, and assessment models. Instructional design can be applied in many subjects such as instructional design of the teaching English as foreign language at kindergarten, instructional design of teaching speaking skill, instructional design of teaching listening skill, instructional design of teaching reading skill, and instructional design of teaching writing skill.

As the English Department students, the students have to master all language skills which consist of speaking skill, listening skill, reading skill, and writing skill. Writing skill is the most difficult skill among the other. According to Byrne (1988: 4-5), there are

three reasons why writing becomes difficult to most of English Department students. The first is psychological problem. Compared with speaking skill, writing is more difficult. Writing is an individual activity. The writer has to write without any feedback or interaction. Since there are no feedbacks in writing spontaneously, it makes the writing difficult. It is different from speaking skill. When we use language to speak, we will get feedback and interaction. The second is linguistic problem. Writing becomes difficult because it is not only to organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn ideas into a readable text. It is different from speaking skill where ungrammatical utterances usually passed unnoticed. But in writing skill, ungrammatical sentences are noticed. The third is cognitive problem. Writing is learned through some process of instructions. We also have to learn to organize the ideas to be understood by the readers. It is different from speaking. We grow up learning to speak without much effort and thought and generally we talk because we want to. Since writing skill become difficult to most of

English department students, the writer wants to provide an instructional design in writing skill started from Writing I-Writing IV that can be useful for both the lecturers and the students.

Writing skill have been analyzed by *Javaherbakh (2010), Gupta (2011), Trong (2010), Nezakatgoo (2011), Bageridoust (2011), Fenghua (2010), and Sulaikah (2013)*. Generally they investigated the effect of self-assessment, the influence of motivation and attitude in the writing skill, the impact of journal writing, the effect of portfolio assessment, the efficacy of illustration as an assessment tool in improving the paragraph, the effect of meta-cognitive strategy, and they also described the teaching process at kindergarten. There has not been any research before about the differences in teaching writing in various stages (e.g. Writing I-Writing IV).

This research explains and describe briefly about instructional design of teaching writing skill that can be use as guidance for the lecturers in the future. By use instructional design, it hope can be make the lecturers more creative and more innovative in teaching writing skill, so the students will be more interested and will be more motivated to produce writing outcome better.

2. Research Method

This study is a qualitative research. This study is done in Muhammadiyah University of Surakarta. The sources of data are events, informants, and document. The collected data are taken from observation, interview, and documentation. In this study, the writer has focused on nine lecturers of Writing I-Writing IV. To check the validity of data, the writer uses prolonged engagement, persistent observation, triangulation, and member

check. Meanwhile, to analyze the collected data the writer uses data reduction, data display, conclusion and verification.

3. Findings And Discussion

The aims of this research are to find out the instructional delivery of teaching writing skill at English Department of Muhammadiyah University of Surakarta, involving the syllabus, the learning objectives, the instructional materials, the teachers' roles, the students' roles, the classroom techniques, the classroom procedures, the teaching media, and the assessment model.

3.1 The Syllabus Used in Writing Course

The types of syllabus of writing skill used at Muhammadiyah University of Surakarta are grammatical syllabus and task based syllabus. The grammatical syllabus was used for Writing I and Writing II. It contains topics such as punctuation, spelling, capitalization, and grammatically correct sentences in any types of text for Writing I and identifying title, implementing function of controlling ideas in topic sentence, and identifying relevant and irrelevant supporting sentences in Writing II.

The syllabus used in Writing III & IV is task-based syllabus. The materials found in the syllabus of Writing III are: notion of essay, structure of essay (introduction, body paragraph, and conclusion), title of the essay, thesis statement, concept mapping, and essay outlining. Furthermore, the materials found in the syllabus of Writing IV are: types of writing, criteria for scientific writing, the structure of scientific paper and anatomy of article.

3.2 The Learning Objectives of Writing Course

Learning objectives are general statement which is intended effort in language program.

The learning objectives of teaching learning process of Writing in Muhammadiyah University of Surakarta are categorized into two namely, general objectives and specific objectives. General objective of Writing I enables students to write good and correct sentences, general objective of Writing II enables students to understand the concept of paragraphs and how it is developed, general objective of Writing III enables students to develop a good essay of different type of essay, general objective of Writing IV enables students to develop a good scientific paper

3.3 The Instructional Materials

The materials delivered for Writing Course are based on the syllabus. The teacher may develop the materials by themselves to increase the student's knowledge. According to Richard (2001: 251), much of the language

teaching that occurs throughout the world today cannot take place without the extensive use of commercial materials. These may take place in the form of (a) printed materials such as books, workbooks, worksheets, or readers; (b) non-printed materials such as cassettes or audio materials, videos, or computer-based materials; (c) materials that comprise both print and non-print sources such as self-access materials, and materials on the internet. The instructional materials used at Muhammadiyah University of Surakarta were categorized into printed materials, visual materials, and materials from the internet.

The examples of printed materials are handbooks, handouts, workbooks, and books. The printed materials are shown in the table below:

Writing I	<ol style="list-style-type: none">1. Bram Barli.1995. <i>Write Well: Improving Writing Skills</i>. Yogyakarta: Kanisius2. Joseph Bellafore. 1969. <i>English Language Arts. Intermediate Level</i>. USA: Amsco School Publications.3. Betty Schrampf Azar. 1989. <i>Understanding and Using English Grammar</i>. Second Edition. New Jersey: Prentice – Hall, Inc.
Writing II	<ol style="list-style-type: none">1. Reid, Joy M., 1994. <i>The process of Paragraph Writing</i>. New Jersey: Prentice Hall Regents.2. L, Smaley et al, Heinle and Heinle. 2001. <i>Refining compositions Rhetoric and Grammar</i>. Koz Publisher
Writing III	<ol style="list-style-type: none">1. Reid, Joy M., 1988. <i>The Process of Composition</i>. New Jersey: Prentice Hall Regents. (P 42-51)2. Reid, Joy M., 1988. <i>The Process of Composition</i>. New Jersey: Prentice Hall Regents. (P 52-60)3. Winterowd, W.Ross., 1981. <i>The Contemporary Write</i>. California: Harcourt Brace Jovanovich (p.235).4. Authentic materials / essays from magazines and Newspapers
Writing IV	<ol style="list-style-type: none">1. Reid, M. Joy. 1988. <i>The Process of Composition</i>. New Jersey: Prentice Hall Regents.2. Svobodova, Suzana and Peter Treacher. 2000. <i>Writing in English Project Group</i>. England: ELT Centre.3. Authentic materials / journals / articles from magazines and Newspapers

The examples of visual materials are film, video, blog, and slides in the power point programs. The purposes of audio-visual materials are to make the materials easy to

understand and help the students to develop the ideas. Using video in the teaching writing skill could add learning experience. One of the main advantages of using video is that

students did not just hear the language; the students also saw the video. The features in video gave valuable meaning and help the students to construct ideas based on what they saw. The example of visual materials is described below:



“The lecturer shows some videos to the students. From the videos, the students were asked to write an essay that must be submitted in the next meeting. The video tells about the trash problems in the big cities and how to solve that problem. “

(Observation of Writing III, 8 Oktober 2013)

The lecturer used materials from internet to help the students understand the materials, especially dealing with types of paragraphs: narration, exposition, definition, description, comparison, process analysis, and persuasion to be explained in the class.

3.4 The Teachers' Roles

The teacher has very specific roles in Writing Course. Harmer (1992: 57) elaborated that the teachers' role are as controller, an organizer, an assessor, a prompter, a participants, a feedback provider, a resource and a motivators. Based on the observation, the lecturers of Writing Course do some roles as an organizer, a consultant, a feedback provider, an assessor, and a motivator.

a. As an Organizer

One of the most important roles that the teachers have to perform is to organizing students to do various activities. This involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to

stop. The example of the teachers' role as an organizer is described below:

The lecturer greeted the students and said 'salam', "Assalamualaikum Wr.Wb, Let's start our meeting today by reciting Basmallah together" in the opening activity. In the main activity, the lecturer explained the structure of articles and asked the students to find the topics. The lecturer then said "write one article with free topic". I'll give you 35 minutes to do it. So far, is there any question about the article?", and in the closing activity, the lecturer prepared the students to make a groups for the next meeting. He said "Finally maybe next week I will divide you into three groups, each group should publish a journal. The writer is you. Each group consists of seven students, so this class should publish three journals in the end of this subject".

b. As a Consultant

As a consultant, the teacher guides the students to understand materials. The teacher also welcomes the students to consult their problems in the teaching

learning process. The teacher's role as a consultant was reflected in the interview below:

"The teacher's role in Writing IV is as consultant. Writing IV is different from Writing I, Writing II, and Writing III. The students have to write an academic writing. The teacher's roles here are very important. As a consultant, the lecturer should give some advices individually, one by one to the students." (Interview conducted on 7 April 2014)

The lecturers who teach Writing IV open up consultation session to their students. Consultation is needed to give more understanding about the articles, journals, or research papers. In writing the research papers, articles, or journals, the lecturers have to guide the students and give them consultations one by one to help the students finish their assignments.

c. As a Feedback Provider

The teachers should respond positively to the contents of what the students have written. The lecturer can give some advice, comments, or suggestions on the students' assignments or their class participation.

The teacher's role as a feedback provider was reflected in the interview below:

"One of my roles as a Writing II lecturer is as a feedback provider. Sometimes I give reward to my students. The reward can be comments, advices, or suggestions to the students. The students have to participate in my class. I always ask them to write some sentences on the whiteboard, and based on what

they write, I can give comments like 'good', 'excellent', or 'great' to the students who can write a good sentence. And for the students who still have any error I will not blame them, I will correct it together with the students, so they know the reasons why their sentences are not correct." (Interview conducted on 4 April 2014)

From the interview above, it can be seen that the lecturer gave responses to the students. She gave comments to the students' class participation.

d. As an Assessor

As an assessor, the lecturer has to know their students' progress in learning English. Correcting student's assignments does not mean that the lecturers must correct the whole assignments. The lecturer just needs to give some simple notes to the students' assignments.

e. As a Motivator

One of principal roles of the teachers is to be a motivator. Teachers motivate the students, create the right conditions for the generation of ideas, and persuade the students to make as much as effort for maximum benefit. Writing is an art. Not everyone has the capability and the same prior knowledge about writing. It is important for the lecturer to motivate the students to write. The teacher's role as motivator was reflected in the interview below:

"I am realistic in giving motivation. Writing is an art, not everyone has the capability and the same prior knowledge about writing. These differentiations make the writing results unique. Writing itself is a process that is not always fun, so it

is my job to make it more interesting for the students. We have to admit that we all have problems, we are not all smart and we all have difficulties and discomfort in writing. Then I communicate honestly, and I let them know that it's all natural. Then we can improve the smallest thing by practising consistently." (Interview conducted on 27 March 2014)

From the interview above Mr. Fitri tried to understand the student's anxiety. Mr. Fitri knew that writing was not easy, but Mr. Fitri tried to make writing more interesting for the students.

3.5 The Students' Roles

During the teaching learning process of writing skills, the students have various roles. Good language learners are prepared to study and practice. As they are aware that language is a formal system with rules and regular relationship between language forms and meaning, they will pay more attention to these features. However, based on the observation, the students only played three roles. Their roles were: as an active participant, as a peer reviewer, and as a peer editor. Peer reviewer is more focused on the content, and peer editor is more focused on the structure of writing product.

a. As an Active Participant

In the teaching learning process, the teacher handles the activities in the classroom. The teacher asks the students to answer the question, to make a group, or to explain the material in front of the class. The student's role as a participant was reflected in the interview below:

As a participant, the students have to participate actively in the teaching

learning activities. The materials should be interesting for the students. We cannot run away from the writing form. Then, the difference is how I deliver the materials. I give jokes to release their boredom. Although I give jokes, they have to understand the materials that I present. Therefore, the teaching learning process is fun, and the students do not feel under pressure. (Interview conducted on 27 March 2014)

The interview above showed that as a participant, the students had to be active in the classroom. To make the students more active, the lecturers needed something different to attract the students' attention. Making joke or making condition more fun were good ways to flow out the students ideas in writing.

b. As a Peer Reviewer

The students should listen to the explanation given by the lecturers. The lecturer asked the students to listen since the materials need further explanation. Peer review was one of steps to improve students' outcome. The lecturer asked the students to do peer-review to make progress in the writing. The student's role as a peer reviewer was reflected in the interview below:

"One of students' tasks in my class is that they have to do peer review. The students can comment about diction, logical of thinking, and grammatical focus. The students tend to more comfortable to get any corrections from the other students because they are in similar age and can debate without any hesitation. On the other hand, with me, they tend to accept everything I tell them. This

cannot make the students develop if they only receive what I say to them.” (Interview conducted on 8 April 2014)

From the interview above, one of students' roles is as peer reviewer. Peer reviewer helped the students to improve the writing outcome.

c. As a Peer Editor

One of the students roles appeared in the observation is as a peer editor. Peer editing is an activities to know whether the task that is written is clear to someone else or not. As a peer editor the students can give justification to their friend's task. The students' role as peer editing was also reflected in the interview below:

“The students have to be more active in my class. They have to write some genre texts and have be able to correct some errors found in the text. I usually give them some texts to correct. I give them 10 minutes to read and correct them. They have to correct them orally”. (Interview conducted on 24 Desember 2013)

Based on the interview above, peer editing was used to measure student's understanding about the writing techniques such as punctuation, capitalization, and grammatical errors. These techniques are good to apply in an early semester to make the students aware of errors in writing.

3.6 The Classroom Techniques

The lecturers use some techniques in teaching writing class. These techniques are used to make the students participate more

fully in the teaching learning process. Some techniques used by the lecturers on teaching writing are: brainstorming, discussing the theory, question and answer exercise, getting students to self-correct, and assignment.

Brainstorming is one of one several different ways to begin writing (Cohen 1998: 349). Brainstorming is one of techniques to prepare the students to receive further explanation. In brainstorming stage, the lecturers connect the materials with the newest issues around them. Question and answer is a type of controlled composition using a format that allows students a little more freedom in structuring sentences (Raimes, 1983: 101). Question and answer exercise is one of the techniques used by the lecturer in teaching learning process with purposes to increase the students' knowledge and to measure how far the students' understand about the materials given. The students need to be able to find and correct their own mistakes. The students need to develop the ability to read their own writing and to examine it critically, to learn how to improve it, to learn how to express their meaning fluently, logically, and accurately. (Raimes, 1983: 149).

Getting students to self-correct is one of techniques used in the teaching learning process. In some cases, the lectures ask the students to correct the task or correct grammatical errors by themselves. This activity is quite important because the students know which one is correct and which one is incorrect.

Assignment is one of techniques used in the teaching writing skill. Assignments can be in the form of a handout, and quiz. The purpose of giving assignments to the students is to increase the knowledge and improve the abilities and skills of the students.

3.7 The Classroom Procedures

Classroom procedure is an ordered sequence of technique applying in the teaching writing skill. Based on the Hammond's theory in Fauziati (2010: 57) the classroom procedure consist of: Building Knowledge of the Field, Modeling of text, Joint Construction of Text, Independent Construction of Text or Individual Application. Based on the observation, the classroom procedure of Writing I consists of BKOF, MOT, ICOT; classroom procedure of Writing II includes BKOF, MOT, ICOT; classroom procedure of Writing III is Reviewing, Gathering Ideas, Organizing, Build Writing Activity; and classroom procedure of Writing IV is Reviewing, Explaining the Materials, Gathering Ideas, Organizing, Build Writing Activity.

3.8 The Teaching Media

Language teachers may use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity Harmer (2001: 134). There are some similar perceptions about media. Media is things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention and the students' interest to build the teaching learning process. In Muhammadiyah University of Surakarta there are some teaching media used by the lecturer for explaining the materials. Based on the observation, teaching media used by the lecturers are LCD projectors, boards, slides, and videos.

3.9 The Assessment Model

Assessments model is the tool used to measure students' capability in writing skill. Assessments model is held by gathering student's work and assessing this work using

some kinds of rubric that rely on lesson objective. They can also replicate some activities practices as part of lessons as an assessments. This assessment is adopted from Brown's theory (2003: 221) and Harmer's theory (2001: 323). Assessments is a device to make score of students' competence in this research, the teacher uses many assessments models namely multiple choices, weekly assignment, mid-test, and final-test.

4. Conclusion

After describing and analyzing the data, the researcher wants to presents conclusion based on the result of the observation of teaching learning process on writing skill at Muhammadiyah University of Surakarta.

First, the syllabuses used in teaching Writing skill at Muhammadiyah University of Surakarta are grammatical syllabus, and task-based syllabus. Grammatical syllabus is applied in teaching Writing I and teaching Writing II, while task-based syllabus is applied in teaching Writing III and teaching Writing IV. In syllabus design, the content of each syllabus consists of: competency standard, basic competence, core materials, learning activities, and assessments.

Second, the learning objectives in teaching writing skill are divided into two: they are general objectives and specific objectives. General objectives of Writing skill are divided into four: General Objective of Writing I, General Objective of Writing II, General Objective of Writing III, and General Objective of Writing IV. The specific objectives are also divided into four: Specific Objective of Writing I, Specific Objective of Writing II, Specific Objective of Writing III, and Specific Objective of Writing IV. General objective of teaching learning process is based on the teaching learning description of 2013 curriculum, and specific objective

is represented from every basic competence which can be seen in the lesson plan.

Third, the instructional materials applied in the teaching writing skill at Muhammadiyah University of Surakarta are printed materials, visual materials, and materials from the internet. Printed materials used in the teaching writing skill are handbooks and handouts. The lecturers do not limit the handbooks for the students. The students can look for the other handbooks to enlarge their knowledge. In the observation, the researcher usually found that the lecturer gave one handout as the main materials for one semester. The visual materials used in teaching writing skill are videos. By watching the videos, the students are expected to get more ideas to write. The materials from internet are usually added in the teaching learning process. The students are not limited to learn from the books only. The students can also look for the materials from the internet.

Fourth, the teacher has crucial roles to develop some activities in the teaching learning process. Relating to the statement above, the teachers have some roles as an organizer, a consultant, a feedback provider, an assessor, and a motivator. As an organizer, the teachers organize students to do various activities. As a consultant, the teachers provide consultation session to give more understanding of the materials to the students. As a feedback provider, the teachers should respond positively to the contents of what the students have written. Furthermore, as an assessor, the lecturers have to know their students' progress in learning English. Teachers' role as a motivator means that the teacher should create the right conditions for the generation of ideas, and persuade the students to do a lot of effort for maximum

benefit since the students have different ability and prior knowledge of writing.

The students also have an important role in the teaching writing skill. The students' roles are as an active participant, a peer reviewer, and a peer editor. As an active participant, the students have to active in the classroom. The students also need to be a peer review in teaching writing. This means that the students have to cross check the other students' tasks to get improvement. In conclusion, peer reviewer is more focused on the content, and peer editor is more focused on the structure of writing product.

Classroom techniques are the other components in the teaching learning activities. The lecturers have some techniques in delivering the materials to the student. The first is explaining the theory; the second is question and answer exercises; the third is getting students to self-correct; and the last is assignment.

Classroom procedure is an important component in the teaching writing skill. The procedure of teaching writing is different from teaching the other skill. The classroom procedures of Writing I are Building Knowledge of the Field, Modeling of text, and Independent Construction of Text or Individual Application. The classroom procedures of Writing II are Building Knowledge of the Field, Modeling of text, and Independent Construction of Text or Individual Application. The classroom procedures of Writing III are Reviewing, Gathering Ideas, Organizing, Writing Activity. The classroom procedures of Writing IV are Reviewing, Explaining the Materials, Gathering Ideas, Organizing, Writing Activity.

Media are needed in teaching learning activities. Media used in the teaching writing skill at Muhammadiyah University of

Surakarta are LCD projectors, boards, slides, and videos.

Assessment is another thing that must be considered well by the lecturers. In assessing the students' task, the lecturers use some

models such as multiple choices, weekly assignments, mid-tests, and final-tests. The purpose of the test is to make a final review of the topics covered and assessment of each student's knowledge of the subject.

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