

MODEL OF TEACHING WRITING SKILL THROUGH EMAIL AT SERAMBI MEKKAH UNIVERSITY AND MUHAMMADIYAH UNIVERSITY, INDONESIA

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ABSTRACT

The aim of this research is to produce a model of teaching English writing skill in an effective way for students of English Education Program in Indonesian Universities. The current research involves using the Research and Development for trying to seek a learning model for students of English Writing course. The teaching model arranged can be implemented conceptually and operationally. The models were developed based on theories of teaching writing. This research was conducted in the city of Banda Aceh. The model of teaching writing combines 3 aspects as a foundation. First, lecturer's input, Second, lecturer's correction, and third, written communication between students with foreign partners via email. The results showed a positive effect on the application of the model of learning writing. And in general it can be concluded that the teaching of writing by using the internet as a medium for writing exercises can be done to help students extending the exercise.

Keywords: Writing skill, Teaching of Writing, Email.

INTRODUCTION:

Being a foreign language, English is prevalently learnt by many Indonesian citizens right from early childhood to first grade. In case of Indonesia, English is rarely used in daily conversations excluding the work-related conversations in foreign companies, educational institutions (Gunantar, 2016). At some schools, the school authorities have been given directives regarding various subjects taught to students from kindergarten through high school. Similarly, at collegiate level, the government, based on the decision of the Minister of National Education No. 232 / U / 2000 (Kementrian Pendidikan nasional, 2000) has determined that Indonesian Universities should offer a curriculum that consists of core components as well as and institution-based components. The core curriculum of S1 program is ranged from 40-80% of the total credits of a study course. The curriculum is set nationally by the Ministry of National Education; while the institutional curriculum is determined by respective Universities. In institutional curriculum, there are few subjects that should be studied by the students. One of them is English which is a compulsory lesson in order to anticipate the era of globalization (Kementrian Pendidikan nasional, 2000).

Today, experts such as Hadley (2001) agreed that the aim of learning a foreign language is an attempt towards developing communicative competence. According to Iskandarwasid and Sunendar D (2011), Communicative competence covers grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Savignon (1991) stated that, in learning a foreign language, students need to learn and practice four language skills, namely: listening, speaking, reading, and writing.

Speaking and listening courses are conducted in a class of 20-25 students approximately since the time, space, listening capability need to be accommodated properly. Whereas reading and writing courses are usually held in classes of large student size such as 50+ since the students are going to read and write which may not impact the learner next to him or her. According to Harmer (2007), 20 should be ideal number of student size in a class that is conducted for Foreign Language Learning. When coaching for speaking skills, the class is usually divided into small groups so that the students are exposed to a wide range of practice. However, for listening skills, the with a small group of 20-30, the lectures are given in a language lab For conducting reading and writing skills-related classes, a large group of students can be accommodated. because of several reasons, they are as follows: first, often appeared assumption that this course requires a little more direct interaction between faculty and students during classroom activities. Secondly, it is a tradition to teach both reading and writing courses in a class of large student size. Third, due to the availability of limited facilities, classrooms, faculty and funding, this course is divided into smaller class. The number of students in one class for reading and writing courses is often considered not effective. In principle, the ideal number of students should be controlled by lecturers during the process of teaching and learning in the classroom. Based on the increased number of students, the attention towards each student by the lecturer differ. Similarly, the writing course is an 'passive' only where every individual needs to have standalone solution rather than a aided one.

However, reducing the number of students in a class is not the only solution. The hours of coaching is again an obstacle towards practicing writing which not only requires an unlimited time inside but also outside the classroom. According to Hedge (2001), a number of factors impact the writing skills such as the selection of vocabulary, grammar and coherence between sentences and paragraphs. During the process of writing, one should be able to express his or her ideas without changing the intention. When students are troubled enough, their writing skills get affected since their writing skills are influenced by various factors. Many models have been proposed by authors in the previous times

According to Weigle (2002), the experts have worked on many models which found to be ineffective due to the presence of complexity in cognitive activity. Alike wise, there could not be any maximum results achieved through teaching method. This is due to the reason that it is not possible to stimulate the students to develop writing skills. Most of the initiatives are still centered on the lecturer. Ideally, students should have the motivation and creativity of their own to develop their English writing skills outside classroom. Therefore, it is important to consider alternative learning of English writing skills which is more result-oriented. Given the variety of issues that arise in the course of learning writing, a common thread can be drawn as the subject matter, namely learning courses for students of English writing yet to show the results as expected. In order to address this issue, a model of teaching writing courses that can address the challenges that exist for this, need to be developed so that the outcome is better.

The learning model is expected to accommodate lectures writing conditions in the field. There is a picture of a comparison between the three models proposed by Hedge learning model. This explanation refers to the notion of Seel and Ritchey (1994) to prepare a lesson plan. According to Seel and Ritchey (1994), there are five separate domains with regard to the learning technology, as an umbrella theory and practice in learning

technology. The five domains are design, development, usability, management and evaluation. The relationship between the five domains are not linear, rather complementary. A study could focus on one domain, but the discussion will be associated with another domain. The relationship between these domains is synergistic.

PURPOSE OF STUDY:

The purpose of this study is to produce a model of learning to write English in an effective writing course for students of English Education at Muhammadiyah University and the University of Serambi Mekkah (USM and UMUHA) at city of Banda Aceh. In the current study, two universities were selected on the basis of representation from the entire country perspective. In this study, there are four research questions formulated as below:

1. How is the condition of teaching model of English writing, implementation and evaluation of writing courses for students of English at USM and UMUHA?
2. How to design learning models, implementation and evaluation that can be developed in teaching writing to students of English at USM and UMUHA more effectively?
3. How is the effectiveness of the learning model to be developed to improve the writing skills of students of English at USM and UMUHA?
4. Is there any effect of the application of the model design against the aspect of proficiency, vocabulary and grammar?

RESEARCH OBJECTIVES:

In the current study, the research objectives are formulated as follows.

1. To know and learn the model that describes the writing course for students of English of USM and UMUHA
2. To find the learning model that is appropriate for writing courses for students of English at USM and UMUHA
3. To find the implementation model in teaching writing courses for students of English at USM and UMUHA effectively
4. To know the results of students' achievement on writing skills at USM and UMUHA based on the learning model of writing
5. To know the effectiveness of learning model
6. To know the results to be achieved by UMUHA and USM students and to know the other aspects of using learning model of writing, ie proficiency, vocabulary, and grammar.

REVIEW OF LITERATURE:

To master a language, there are four skills to be acquired of which, two skills are called productive skills, namely writing and speaking, and the other two are said to be receptive skills namely reading and listening skill. Writing is one way to find out and find things that are in mind (Cox, 1999). A person not only can express his ideas in writing, but also can crystallize an idea and imagination of its writing. Harmer (1998) states that in language learning, writing skills will be more easily observed than speaking skills. In addition, writing skills are also more easily corrected than speaking, considering the writing equivalent language is more permanent than talk that is oral. Everyone has their respective strategies in writing.

Nonetheless, Hedge (2002) describes that writing covers planning process. When writing, someone read it and repeat it again, input, member comments and continue writing. Revisions occur throughout the process of writing done in editing to other forms of language such as grammar, word choice, spelling and punctuation. Sriver (1997) stated that writing takes time to think, reflect and prepare. Further, Hedge (2001) adds that students who are learning to write need to be given the opportunity to be directly involved in the practice of writing. They need experience of stringing words into a bouquet and writing practice based on their ideas as often as possible.

Teachers as source of information that is required during the process of writing. Hedge (2002: 308) explains that in writing exercises, students trying to complete the task. For that teachers need to give reward for the students' papers by giving them feedback. The main purpose of teaching writing is to give exercise a thorough essay (Hedge, 2001). Learners need writing skills for social life, education as well as professional.

Chandrasegaran (2002) outlines two principles in the teaching of writing that if the writing is mental activity (cognitive) in making decisions, then learning to write is:

1. Making the right decision from a context that includes the purpose of the text, the author's purpose, goals reader to read the text, the environment in which writing and reading occurs;
2. Knowing where appropriate decisions to be implemented, so that the decision can be made before writing into the hands of readers. In an effort to explain the process of writing, some experts have done research. Hedge (2002) explains that the way in which many experts to describe the process of writing is to ask questions about what has been done (retrospective interview) by learners when they are writing. One way to put it is also often referred to as a think-aloud protocol. In this process, someone is supposed to follow the stages that have been made through the writing process :

THE TEACHING OF ENGLISH WRITING AS A FOREIGN LANGUAGE:

Writing skills in English as a foreign language is often regarded as the most difficult language skills compared with other skills (Bee Edwards, 1984: 4; Hewins, 1986; 2019). Writing in English as a foreign language includes a lot of aspect that must be considered. In addition to the mastery of grammar, vocabulary and punctuation in a foreign language, students are also required to be able to understand the mindset and order in accordance with the norms of the community native speakers of foreign languages. Harmer (1998: 70) states that the teaching of writing in English as a foreign language into a strengthening in the development of language skills and the development of learning styles.

THE USE OF E-MAIL IN LEARNING ENGLISH WRITING:

The ability to communicate on internet has influenced the development of language teaching (Anderson-Inman and Ketterm, 2003: 240). Access via email provides an opportunity for learners to communicate outside the classroom. E-mail is used as a tool in the learning process. Salisbury (2000: 21) states that learners will each be able to interact with the instructor and other learners to discuss the problems they face. This interactive system allows learners to gain knowledge of other sources of available information. In relation to media of learning writing in a foreign language, Felix (1998: 3) states that the use of e-mail for a writing exercise is a form of authentic material. Therefore, students can be directly practiced their writing skills in the real world. Ng (1996: 557) also supports the statement. He stated that the e-mail can be used for the development of writing skills either individually or in groups. In this case, the use of e-mail as a means of written communication, bring the interaction between writer and reader. That way, the article can be produced in accordance with less expectations of readers writing based on responses given.

MODEL OF TEACHING WRITING:

Hedge (2001:6) assumes that model of writing in the world of language teaching is varied. Language teachers are still different views on methods of writing, aspects of the writing, and the role of teachers and learners in the development of teaching and learning activities. The various process of writing as Weigle (2002) states that there are 3 writing process model that influence the development of the learning process of writing with reference to the act of writing as a cognitive activity. The first model was developed by Hayes and Flower (1980). The second model is of Bereiter and Scardamalia (1987). The third model is of Zimmerman and Reisemberg (1989). The three models have been developed by other experts when discussing the development of writing skills. The explanation is as follows.

Hayes and Flower (1980) (cited in Weigle, 2002: 23) describes the model as the writing process in the sense of an environment (task environment) which consists of the task and the results of posts made. Long-term memory, the writer will affect the writing process. In this case, the aspect of long-term memory of the writer consists of knowledge about the topic, target audience and plan writing stored, number of cognitive activities will take place in the planning, the translation of the mind through the text, and perform any recurrence. Planning involves the acquisition of ideas, compositional and background writing goals. After that, do the editing on the text. The author will monitor the course of the planning process, translation and recurrence in the process of drafting the text.

The important aspect of this model is that writing is a process that is repeated. Therefore, the writing process is a cyclical process of writing. When writing, a person will reflect on what she/he had done and returned in the previous step to clarify things that are not yet written. Thus, giving clear instruction in the writing process will be more effective than giving a bouquet of models to students, then they were asked to follow that model.

Bereiter and Scardamalia (1987) proposed a writing model which is tremendously impacting the current research and instructional writing. Obviously, their model is revised from the original of Flower and Hayes.

They tried to bring the explanations from the perspective of new and expert writers. Four main processes are present in their model such as mental representation of the task, problem analysis and goal setting, problem translation and resultant knowledge telling. Another model was proposed by Zimmerman and Reiserberg (1989) in which they proposed a model that comprises of three fundamental self-regulation forms such as environmental, behavioral and covert or personal.

RESEARCH METHODOLOGY:

The design of this study is Research and Development (R & D). This study tries to find a model of learning English Writing arranged conceptually and can be implemented operationally. The model is developed based on learning theories of writing more effective than learning models over the years. The learning model is operationally oriented real circumstances in the classroom. This research was conducted in the city of Banda Aceh. Samples for determining the location specified in the stratified (stratified sampling). Place of execution of this research is in USM and UMUHA. Both Universities are located in Banda Aceh which become the center of education for the people of Aceh.

The data in this study are categorized as primary and secondary. The primary data obtained through information from subjects of study both qualitative and quantitative. The qualitative data obtained from questionnaires, observations and interviews with both lecturers and students. Quantitative data comes from test results that form of numbers that need to be transferred into statistical calculation so that later can be explained its meaning. Secondary data obtained through documents available in English both USM and UMUHA. These data include a progress report on the teaching of writing, student attendance, manuals and information oral or other written.

The study was designed into two phases, over two years. In this report the method used is the first stage of research methods in 2014. Broadly speaking, the collection of data in this study came from five sources: observation, study of documentation, interviews, questionnaires and test results Borg & Gall (2003) describes 10 steps in the research procedures related to Research and Development. Meanwhile, Sukmadinata (2005) outlines the steps in Research and Development into three parts: preliminary studies, model development and validation test.

This stage focused on the study of literature related to learning model to be developed. In addition, the observation of the conditions was carried out to obtain the actual picture. Observations in the field is needed in order to obtain information about the current condition of the learning writing in University. Aspects examined including learning model that has been used, planning and implementation, evaluation of learning, as well as facilities for supporting. The design of the model for teaching writing in this study referred to the components of education and learning as a system. In addition, various variables of classroom teaching have also become the consideration.

Here, the student is considered as one of the variables since English Proficiency is being tested here. Additionally their knowledge about writing also varied. Motivation and intelligence they have shown differently. These variables are encountered in the learning process. Students would go through the learning process of writing using the model of learning through three sources namely the input of explanation (input), lecturers' corrections, as well as communication via email. Feedback and corrections from lecturers were given when formal face to face in the classroom.

It served as reinforcement for the accuracy. While email communication designed to be implemented outside the classroom through the provision of the lecturers that the process required the use of e-mail as an enormous boost for proficiency (fluency). By using these two aspects, students would be able to improve their English writing skills more effectively. Students were expected to increase their vocabulary. This result is possible to be achieved as a result of their frequent open internet in searching of information that is written in English. With frequent reading the site in English on the Internet, it is possible to master vocabulary. Besides vocabulary, the other output is expected to increase mastery of grammar. It is not independent of the communication function that is used as a means of exchanging information.

The end result of the process of learning to write English by utilizing the internet can help students become skillful in writing. Given writing skill as part of other skills in mastering the language, then the model is expected to ease the mastery of English language skills overall. The next phase is the development of writing learning model for students of English Education. At this stage, the draft prepared early models were followed by trials more broadly, to obtain the results of the final draft. Preparation of the initial draft learning model development includes writing lesson plans; learning procedure; implementation of learning and evaluation. Further trials conducted in cyclical field. Tests are conducted into two phases, limited trial and more extensive trials. The number of rounds of testing is determined by the improvement of the learning model previously believed to have been enough to be validated after observing the results achieved for several rounds.

In the pilot phase, it is limited that each round takes 3 weeks for the implementation of learning model

developed with details of activities consisting for one week in the classroom and the time allocation +100 minutes (2 credits) as well as the process of settlement in and outside the classroom. After one week to practice writing outside the classroom through the administration tasks using the internet. The next week is to study the response of faculty and students after the ongoing activities that explored through informal interviews with them. On a broader test, divided into two sub-phases, each of which lasts for five weeks. Each sub-stage consists of 3 rounds because it wanted to see the feasibility of the model that has been developed. The research instrument was developed by means of collecting the necessary data through the steps specified.

DATA ANALYSIS:

In this study, it consisted of two types of data (qualitatively and quantitatively). Qualitative data were then analyzed according to the results of non-statistical descriptive. Quantitative data were analyzed by using statistical calculations. Statistical analysis would be based on quantitative data or data that were quantified in the form of numbers or figures. It covers; Writing, Vocabulary, Structure, dan Proficiency.

RESULTS AND DISCUSSION:

Based on the research findings that the conditions of learning model of English writing in USM and UMUHA can be said that the explanation is not balanced between theory and practice. They need theory and practice for developing the paragraphs to be coherent. When a student writes, they do not use the computer to facilitate processing such as spelling or editing, the material covered in lectures. Yet through practice in the classroom, students can obtain feedback from the lecturer. The design study model, implementation, and evaluation can be developed in the teaching of Writing for students UMUHA and USM, which combines three aspects as a foundation: the input of lecturers; correction lecturers and written communication between students and their partners abroad via e-mail.

The trial results showed a statistical positive influence on the learning model of writing to the achievement of English writing competence to two university students. These findings once to answer the second and third hypotheses about the effect of improving the competence to write in English of the students towards the implementation of learning model development course of writing through the calculation of pre and post test. Experimental class and control class; as well as the comparison results, the combined class between the experimental and control of both universities.

The result was significantly shows the influence of a supportive learning model of developed writing. The effect of adoption of the learning model to other aspects of: proficiency, vocabulary, and grammar; Calculation of the effect of students' grades achieved above-mentioned aspects is to compare the acquisition of control and experimental classes, as well as the combined group control and experimental classes. Based on the results of statistical calculations, the implementation of this writing learning model only has a positive impact on aspects of proficiency and vocabulary. The results of data analysis showed a significant value. But the influence of aspects of the mastery of grammar was not as expected. This finding answered the fourth hypothesis of this study.

DISCUSSION:

Preliminary study was needed before the model was developed to assess the actual condition of the teaching of Writing. Studies of this initial step serves to establish the basic concepts of research in the Research and Development. Various information is collected in order to complete the necessary data through a series of activities such as classroom observation, study of documentation, interviews with resource persons and circulation of a questionnaire. The discussion starts from the observation of the implementing learning in the field. In addition to direct observation researchers also interviewed lectures to ask for an explanation of the class. After the questionnaires distributed to students to fill the opinion of the learning process of writing in Muhammadiyah University and the University of Serambi Mekkah.

Writing learning model developed for the need for optimization of teaching subjects. This model design follows the concept of interaction which assumes that students have the intelligence to interact with their social environment. Lecturer support the development of student competence development through curiosity. Thus, any activity pursued could trigger the emergence of research and investigation will be conducted jointly by the faculty and students. The purpose of learning is to develop the ability to write English through a series of practices to write to the accuracy or fluency conducted intensively. Students need a partner from abroad to communicate via email. They are trained to express ideas in writing correctly in order to be understood by readers who have a different culture.

Learning materials can be used or existing models over the years. Only the most important aspect is the strategy to be achieved. When the learning process takes place in the classroom, teachers should use English as the medium of instruction. This strategy is emphasized because of the development of English language skills should include all aspects such as: listening, reading, speaking and writing. But writing material is focused on sharpening writing skills. There are three main aspects that must be considered for the implementation of learning model of writing.

The first is the feedback from the lecturer during the study in the classroom. Second, is the evaluation of lecturers on student's writing through a correction such as grammar, vocabulary and Spelling. Additionally essay comments on the contents also included in the category of lecturers corrections. All these aim to exercise accuracy in writing. The third is written communication via email is done with partners from abroad. This activity aims to practice fluency in writing. All these aspects are assembled into an activity that is carried out as often as possible as habituation. Modifications of writing is done through limited trial and more extensive trials. To obtain the final design of the models. it is required to have 12 rounds of trials. In the limited testing it is done on the revised procedure of learning model (a total of 6 times). While on trial broader improvements focused on the implementation of learning model for six times. On a broader round of trials to six statistical calculations performed to see the difference in value significantly. Through this statistical calculation, the acquisition of the results have significant value. Samples have a value of $t = 14,714$. Figures t test has propability value (p-value Sig. T) smaller than 0.05; so H_0 rejected. H_0 rejected the implication is essay writing competence of students before and after getting the treatment, it is not the same or significantly different. The calculation gives indication that the results of essay writing competence is affected by applying the writing teaching model in this study. Comparative tests between the experimental class and the control is done by using independent samples t-test on the gain score. Findings from a sample group of USM are listed in Table 1 above. Aspects essay shows the value $t = 2.183$ and sig 0.045 <0.05. Thus, H_0 is rejected, which means there are significant differences from the acquisition results 'essay' experimental class and control for sample USM. Respondents from experimental class with writing learning process as a designed model in this study has showed a better gain score.

INDICATOR OF THE ACHIEVEMENTS:

The success that has been achieved on the response from the students and faculty response at the time of try-out. The results of this try-out to test the achievement of the implementation of the teaching approaches via e-mail. The test results can be made in writing in accordance with the indicators of success, namely the aspects that include; Writing skills, Vocabulary, Structure, and Proficiency.

CONCLUSION:

Based on the findings, then it can be taken some conclusions regarding the application writing teaching model for students of English education in UMUHA and USM Banda Aceh. The conclusions can be described as follows:

1. The current condition of the learning model of English writing, implementation, and evaluation for a writing course for students of English UMUHA and USM; teaching writing courses do not meet the targets as expected. The number of students in one class are generally large, so that students lack the opportunity to write in the classroom exercises. The explanation is not balanced between the explanation of the theory and practice. Students need to deepen knowledge of English grammar and enrichment.
2. The design study model, implementation, and evaluation can be developed in teaching writing to students UMUHA and USM. Development of this writing learning model combines three aspects, namely: input professors, lecturers' correction, and writing communication between students and their counterparts abroad via e-mail.
3. The effectiveness of the learning model that was developed to improve the writing skills of students UMUHA and USM; Statistical test results showed a positive effect on learning model application writing.
4. The effect of the application of the design of the model to other aspects, namely proficiency, vocabulary, and grammar. The influence of student scores achieved against these aspects is to compare the acquisition of control and experimental classes, as well as the combined group control and experimental classes in UMUHA and USM. Based on statistical calculations of this writing learning model application only has a positive impact on aspects of proficiency and vocabulary. The influence on the grammar aspect was not as expected.
5. The reaction of students who have followed the model of teaching writing; students consider writing English is rather difficult because it includes some complex things, such as grammar, vocabulary, cohesion, coherence in the paragraph.

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