ENGLISH LECTURERS' METHODS AND TECHNIQUES IN TEACHING WRITING AT STKIP TAMAN SISWA BIMA, WEST NUSA TENGGARA

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Abstract: The objective of this research were to find out: (i) the lecturers' methods and techniques applied in teaching writing, (ii) lecturers' reasons of applied the methods and techniques in teaching, and (iii) lecturer's consistency of applied the methods and techniques in teaching writing.

This research employed case study design. The participants of this research were Mrs. An and Mrs. Pin (Pseudonym) two English lecturers of STKIP Taman Siswa Bima. The data were collected through classroom observation, interview and documentation. The data was analyzed by using interactive models (Miles, Huberman, & Sdana, 2014).

In terms of the result of the research two lecturers performed differences method and techniques were: (1) Mrs. An applied the communicative language teaching method and controlled to free writing as a technique, and (2) Mrs. Pin applied direct method and the techniques was a free writing. Furthermore, it was also found, there are several reasons from the both of the lecturers on using the method and techniques, both of their reasons involved the characteristics of materials, and practical materials. Whereas, the performed of lecturers consistency indicated that; (1) Mrs. An implemented the method and technique was not in line with the lesson plan. So, she was inconsistency in teaching and learning process in the classroom. (2) Mrs. Pin was unconsciousness to believe and actually do in the classroom also may not be consistent or contrast with the lesson plan was used as the material to support in teaching process in the classroom.

Key Words: English Lecturers' Method, Techniques and Writing

INTRODUCTION

Writing is one essential language skill that should be learned and mastered by students. In this context, writing is taught by lecturers as a compulsory subject at

college. However, teaching writing is not easy for lecturers particularly to enhance students writing skill. Huy (2015, p. 2) defined that "writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, and ability to coordinate multiple processes". Hence, writing is a complex matter in which students should express their ideas, feelings, and opinions through a piece of paper. Besides that, the students must be able to arrange their writing into cohesive and coherent paragraphs and texts. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, spelling, punctuation, and organization of ideas as well as the correlation between sentences, paragraphs, main ideas, and supporting ideas. It is supported by Richards and Renandya (2002, p. 303) stated that "the difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex". It is supported by Harmer (2004, p. 31) explained that "writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds".

This researcher was not the first on this area of the research in teaching writing determining the methods and techniques for teaching and learning process of writing. This was debater among researcher (Güneúa, Dileka, Celikoglu, & Demira, 2011; Setyono, 2014; Tidore, 2016) the components teaching models, method, approach, strategy, and techniques applied by lecturers in language teaching and learning process especially in writing course (see Chapter 2). So, this phenomenon is sometimes still ignore and less attention from the lecturers. Thus, lecturers should find out solves to overcome such a problem. The problems of writing covers choosing the appropriate words, and formulating grammatical sentences, mastery rule of sentences, vocabulary, and the knowledge of mechanism (Richards & Renandya, 2002).

Based on the preliminary research (on August 15th, 2017) the lecturers of STKIP Taman Siswa Bima were identified: they lack of experience and lack of knowledge in teaching writing because the college of STKIP Taman Siswa bima was a new college. It was about seven years old. Because of that, the researcher was interested to conduct a research under the title "English Lecturers' methods and techniques in teaching writing at STKIP Taman Siswa Bima".

RELATED LITERATURE
1. The Definition of Method
According to Richards and Rodgers (1986, p. 16) a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

Moreover, Anthony in Brown (2000, p. 113), method was described as an overall plan for systematic presentation of language based upon a selected approach. This explanation describe that method is the implementation of selected approach. While Patel and Jain (2008, p. 71), "Method is systematic and scientific way of teaching any subject which guides teacher "How to teach" and "How his teaching may be effective". By applying the method, the teacher will be able to transfer information easily, select the resources, and define the roles of students. The method which is used must be match by the level scientific content that motivates the teacher to conduct creative activity.

Based on Kumaravadivelu (2006, p. 83), "Method is central to any language teaching enterprise". It means that method is the main component in teaching language process especially in teaching English language. It is a plan for presenting the language material to be learned and should be based upon a selected approach. Method refers to the way of teaching a language and approach refers to the theories of language learning. Moreover, method cannot be separated from approach, strategy, and technique because strategy and technique must be consistent with a method and the approach to the students.

2. **The Definition of Technique**

Technique is implementation (Richards & Rodgers, 1986, p. 15), a technique is something that actually takes place in language teaching or learning in the classroom. In addition, a technique is a single activity that comes from a procedure. Anyone of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. Furthermore, Technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with the former terms. So, we can say that the technique is the execution from our assumptions and plans (Brown, 2004).

According to Brown (2001, pp. 15-16) technique is any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning. So, it means that all activities that take place in a language class are techniques. Techniques are not exclusive to certain methods. To some extent, different methods may have similar techniques even though they must have different techniques. Language teachers may develop their own techniques as long as the techniques are still consistent with the assumptions or theories of the methods from which the techniques derive. Techniques not only include the presentation of language material but also the repetition of the material. Therefore, the position of a technique is at the implementation phase and it is often called procedure while approach and method are at the level of design (Richards and Rodgers, 1986: 16).

Based on the explanation above it can be concluded that language teaching involves approaches that lead to methods, methods that are broken down into procedures and procedures that are a collection of techniques. Understanding how these concepts interrelate can help a teacher know the reasons behind their choices in how they choose to teach.

3. The Definition of Writing

Writing can be widely defined from several perspectives. In the language learners' perspective, writing can be classified as productive skills besides speaking. Writing produces written language, while speaking can produce spoken language; both of them are very different. The difference between speaking and writing comes from the characteristics. Weigle (2002, p. 15) provides the characteristics that differences written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary.

RESEARCH METHOD

This research employed case study design to find out the methods and techniques applied by the lecturers' in teaching writing. Gay, Mills, and Airasian (2012, p. 444) stated that "case researcher is a qualitative research approach in which researchers focus on a unit of research known as a bounded system". Bounded system is composed of an individual (or institution) and a site, including the contextual features that inform the relationship between the two (Yin, 2003, pp. 68-69). The procedure of collecting data was obtained from classroom observation, interview, and documentation. The classroom observation consisted of two Lecturers regarding in teaching writing using method and technique in the classroom. The interview consisted of two Lecturers conducted when the Lecturers finished in teaching process, and documentation (lesson plan) used to compare the Lecturers teaching and learning in classroom process. The qualitative data was analyzed using interactive models from miles, huberman and sdana (2014).

FINDINGS AND DISCUSSION

Findings

1. Lecturers' methods and techniques applied in teaching writing.

a. Mrs. An

1) Method in teaching writing

Observations	Principles
Lecturer : The Lecturer explains the teaching materials in the learning process. For example how to take the	"Tell about modern market and semi modern market and beach also general", *E.g. Lawata beach, Kalaki beach).*

		theme in writing and find the ideas.	…………………………………… .
Students	:	They just listen carefully.	
Lecturer	:	The Lecturer tells the students about how to write paragraph.	"We start with the topic sentence usually the easiest, and the easiest is we make a list of what we want to make it".

(Classroom observation, March 13th 2018)

The observation data above showed that the Mrs. An was enable to communicate with the students to compose how to write and how to take the ideas before they started make the paragraph. It means that the Mrs. An emphasizes the greater and more fully activity when the student recording ideas and information, in which was the Lecturer teaching and learning process.

Observations		Principles
Lecturer :	Before she started in teaching and learning process, she remind the students related to the previous meeting and crosscheck the students task.	"This meeting we are going to revise your writing"
Students :	The all students are quiet and listen carefully.	……………………………………
Lecturer :	The Lecturer gives advice to the students.	"I ask for help if in the class whatever is delivered it pay well". "Last week, I explained well how to compose the paragraph; I explained how to make a good, correct, and efficient paragraph") and during the explanation and give assessed about their task, the Lecturer reminds their previous meeting; ("Anyone still not remember what is most important in a paragraph?".
Lecturer :	The Lecturer brainstorming to students about the last previous materials she was explaining.	……………………………………
Students :	One of them answers.	"Number of sentences, paragraphs consisting of 5 sentences to 8 sentences".
Lecturer :	The Lecturer gives add question.	"One paragraph should contain one topic sentence and we find the topic sentence in the?"

Students : One of the students answer.	"The beginning of paragraph".

The classroom observation data above showed that the Mrs. An has creativity to allow her to do or communicate with the students. It can be seen from the contents in her teaching and learning process. It means that the Mrs. An stresses in assessing the task of her students.

Observations	Principles
Lecturer : The lecturer always reminds to students about the task a week ago and composed and crosscheck or fixes the task of students.	"Are there many young people, small or old. The lecturer asked again, "which is small here?"
Students : The students crowded to answer the question.	"Young people", they also said, "maybe who have a thin body Ms".
Lecturer : The lecturer explained.	"If you said "young people" it was include small."
Students : They said anymore.	"Maybe, most of them young people and children".
Lecturer : The lecturer asking to student to clarify they wrote.	"So if the statement was young people, it was talking about children to adolescence".
Students : One of the students answer.	"Adolescence Ms."

From the observation data above it can be seen that the Mrs. An always used to perform a function as the source of the knowledge through manage of process in teaching and learning in the classroom. It means that the students must be able to choose appropriate form in the writing context.

 "Baik, jadi khusus untuk semester ini memang saya pakai mind mapping."
"Okay, for this semester I use mind mapping."

Remarks 1 above from the Mrs. An it can be seen on her stated in this semester I choose the mind mapping. But, the Mrs. An indicated in which was at she taught in the classroom were different.

1) Techniques in teaching writing

Observations	Principles
Lecturer : The Lecturer asking for the student to spread out of paper, It is used to write a task.	"Is there anyone, but remember the content of paragraph must identic. So, the said a paragraph it was a

	unity or connecting with one another then have topic sentences and adequate development it was not to get out of topic sentence.
Students : One of the students asked.	"Is it okay to write one or two topics".
Lecturer : The Lecturer answers the question.	"Should not discuss two things in a paragraph, for example, we have 3 people in English, in the first paragraph you describe or explore about me. So it should not be in the middle of the paragraph you move about another, you tell about mr yani must be completely new to another, that's unity."
Students : One of the students asked.	"Double focus or even…aaa…aaa..?"
Lecturer : The Lecturer explains again how to get the topic sentences.	"In the selection of paragraphs the selection of the topic should not choose a specific topic, such as the theme of the Lecturer, the topic is writing lecturer".

(Classroom observation, March 13th, 2018)

The observation data above indicated that the lecturer has been conducted to give the student work to make a written task. The lecturer used written task to explore qualifies in a single activity that's comes from the student.

Observations	Principles
Lecturer : The Lecturer asking for the students to read their friends task in front of the class.	"Is there anyone can help me to read nuraisah wini's task"?) and Lecturer called one of them to read the task in front of the class. She helps the student when he found difficulties in reading the task of his friend". During the reading session, she allows fix the students grammatical, and change the present into past in the text. During the Lecturer give question and answering, the Lecturer remind again about how to pick up the main ideas in the paragraph."
Students : One of them said.	"Kalaki beach"

Lecturer : The Lecturer explain about how to identify the topic sentences. Students : The one students tried to answer.	"Remember topic sentences at the beginning of paragraph" "An introduction to West Nusa Tengara".

(Classroom observation, March 20th, 2018)

The observation data above it can be seen that the Lecturer sometimes fixes the grammatical error was making the student and the same time the Lecturer remind to the students how to identify the topic sentences in the paragraph. The result of the student's task is read by the other students in front of the class.

Observations	Principles
Lecturer : The Lecturer read one of the tasks of student about descriptive text.	"The topic was "Falcao Cave" and dial next slide read another task of the students, the last invited one of them for read of the task of their friends in front of the class". ………………………………………
Students : One of the students comes in front of the class.	"Before a word of atmosphere, or what?".
Lecturer : The lecturer gave the clue to read start from where.	…………………………………….
Student : The students she would like to read the task on the slide but blank…..the projector was shut off."	

(Classroom observation, March 27th, 2018)

The observation data above indicated that the Lecturer showed one of the students' tasks. It means that the Lecturer would like its task as a sample for other students. Meanwhile, the result of the task the Lecturer invited one of them to read in front of the classroom.

"Jadi, saya itu membebaskan mahasiswa untuk memilih topiknya sendiri"
"So, I gave the students to choose their own topic"

(Interview Mrs. An, April, 10th, 2018)

From the remarks 2 above indicated that the Mrs. An prefer to give the chance to the students chosen the own topic than give the topic orally. She prefers the students written by their own ideas because it does not take a lot of time. Orally is one of assessment which Lecturer can use to assess student's knowledge.

a. Mrs. Pin
   1) Method in teaching writing.

Observations	Principles
Lecturer : The Lecturer invite (call one by one) the students to sit in front of her desk.	"Please !, read your task".
Students : She opened her task.	"She gives one for lecturer and one of them for herself."
Lecturer : The Lecturer asking for the students to read aloud the task.	"Read aloud, please!. So, I can fix your grammatical".
Students "Just nodded"	……………………………………..

(Classroom observation, March 14th, 2018)

The observation data above indicated that the lecturer conducted the direct involvement when the student's reading the task. It means that the Lecturer focuses on good pronunciation of the student. So, the result of the activity is carried out the natural of teaching.

Observations	Principles
Lecturer : The Lecturer is checking the attendance of the students and asking for students to prepare their task	"Others students study, please!".
Students : No comment…	……………………………………..
Lecturer : The Lecturer calls the students to sit in front of her desk;	"Please!, read your task".
Students : Just nodded.	……………………………………..

(Classroom observation, March 21st, 2018)

The observation data above indicates that the lecturer conducted the teaching writing was attention about the unit of sentence. It means that the Lecturer call one by one of the students to know their understood about the task.

Observations	Principles
Lecturer : The Lecturer is checking the attendance of the students and asking to the students to prepare their task	……………………………………..
Students : Just listen the Lecturer call the students based on the attendance list and the turn one of the students was called.	"Their friends said, she has returned home Ms.".
Lecturer : Surprised!.	"Ha?" and asking question again, she has gone home? She took attendance list and gives the mark and continued

	to others students. But, the problem was as like as before. Finally, one of them comes in".

(Classroom observation, March 28th, 2018)

The observation data above showed that the Lecturer do the same activity when she came in teaching. It can be seen she always called the students one by one to face with her for to know the students understand well or not about their task.

"Okey, kalau berbicara masalah metode, saya tidak menggunakan metode yang berdasarkan teori para expert saya menggunakan teori saya sendiri, maka saya kasih nama itu direct guidance, jadi saya memnadu sendiri cara mereka menulis jadi, tidak secara kolektif tapi secara individu."

"Okey .. If I was talking about the method, I do not use method based on the theory of the experts I use my own theory. So, I gave the name is direct guidance, so I guide myself how they write not collectively but individually"

(Interview Mrs. Pin, April, 10th, 2018)

Remarks 3 above indicated that Mrs. Pin has selecting methods for teaching students in writing but she decided by take her own method. However, the method of her usage was the same with the expert method is direct method.

2) Techniques in teaching writing

Observations		Principles
Lecturer :	The Lecturer invited (call one by one) students to sit in front of her desk;	"Please, read your task".
Students :	She opened her task, one for lecturer and one of them for herself.	……………………………………..
Lecturer :	The Lecturer asking for the students to read aloud the task.	"Read aloud. So, I can fix your grammatical."
Students :	Just do it, no comment	……………………………………..
Lecturer :	The Lecturer sometimes fixes the grammar what the students read.	"Please, read carefully, do not so hurry it was many mistakes later".
Students :	Just keep silent and follow instruction	……………………………………..
Lecturer :	The lecturer asking for the students to repeat if the students read mistakes.	"E.g sophistication"

The observation data above indicated the Lecturer give the chance to students for read about their task. It means that the Lecturer would like to know how far the students understand about their task and their pronunciation. Even though, if the Lecturer found the mistaken when the student read, she was directly to correct it.

Observations		Principles
Lecturer :	The Lecturer asking for the students to read aloud the task and Lecturer sometimes fixes the grammar what the students read.	”Continued to others“
Students :	She continued to read aloud and no comment…..	…………………………………….
Lecturer :	The Lecturer asking for the student to read again and asking for the students to repeat anymore if the students read mistakes.	"E.g. what a silly question".
Student :	Followed her read, too.	"What a silly question"

(Classroom observation, March 21st, 2018)

The observation data above indicated the same techniques when she has been teaching in the classroom, it can be seen the instruction of the Lecturer were asking for to the students to read aloud their task. So, she can fix the grammatical of the students.

Observations		Principles
Lecturer :	The Lecturer asking for the students to read aloud the task.	"Read aloud so I can fix your grammar".
Students :	followed the instruction, no comment	…………………………………………
Lecturer :	The Lecturer sometimes fixes the grammar what the students read.	"Obligated".
Students :	Also repeated.	"Obligated"

(Classroom observation, March 28th, 2018

The observation data above showed that the Lecturer again and again do the same technique in teaching she gave the opportunity to the students to express their ideas in writing task. It means that she was covered interactive by read aloud their task and sometimes she fixes their grammar.

"Cara saya mengajar mereka cukup satu pertemuan saja, saya kasih materi cara membuat essay lalu selanjutnya saya suruh mereka praktek, pada saat praktek saya tidak mengsubmit paper mereka lalu saya koreksi sendiri, lalu saya berikan ke mereka satu persatu usahakan bawa papernya, lalu saya koreksi face to face jadi saya akan tahu sendiri mereka si A oh seperti ni masalahnya, si B ternyata seperti ini masalahnya dan masih stak di paragraf berarti dia di kasih semacam treatment khusus buat si anak yang belum bisa buat essay jadi tidak ada metode khusus kalau saya."

"The way, I teach them that just one meeting, I gave the material how to make essay and then I send them practice, at practice I do not submit their paper then I corrected myself and then I give them the score is not like that, so I call them one by one, then try to bring the paper and then I correction face to face, so I will know themselves the student (A) oh the problem is like this, the student (B) was still not able to write essay and still stopped in the paragraph. It means he/she is in gave such a special treatment for the students who cannot make essay so there is no special method in mine."

<div align="right">(Interview Mrs. Pin, April, 10th, 2018)</div>

The remarks 4 above it can be defined that Mrs. Pin prefers call the students one by one than collective in groups. She stated that by face to face she can be corrected directly and knows the mistakes and weakness in each student. It means that Mrs. Pin minimalize correction of students error.

As showed in the findings above, there were lecturers' method and techniques regarding the teaching writing in the classroom process. Mrs. An and Mrs. Pin were applied method and techniques were discussed into some points below:

The findings from classroom observation data revealed that they have the method and technique each other in teaching writing process in the classroom. According to Patel and Jain (2008, p. 71) "methodology is a systematic and scientific way of teaching any subject which guides teacher "How to teach" and "How his teaching may be effective" and then technique is implementation (Richards & Rodgers, 1986, p. 15), a technique is something that actually takes place in language teaching or learning in the classroom. However, both of them have different method and techniques in the teaching process.

The findings data of the classroom observation the method applied by Mrs. An was communicative language teaching (CLT). The communicative language teaching method such as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The CLT method stated by Littlewood (1981, p. 1) explained that "one of the most characteristic features of communicative language teaching is that it pays systematic

attention to functional as well as structural aspects of language, combining these into a more fully communicative view", and then the Mrs. An was used the controlled-to-free as the technique in teaching writing. The controlled to free is sequential students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular (Raimes, 1983). It means that the Mrs. An applied the method and technique was in teaching writing process was effective. In additional, supported by the research that has been conducted by Sajjad (2013) which was revealed that effective teaching methods is a way to suggest improvements in teaching or learning process. Similar with the percentage findings above which revealed that the Lecturers had the creative and innovative thinking to improve their activities in teaching process in the classroom.

The classroom observation data above also supported by the interview data involves the remarks 1 to remarks 2. The findings of the remarks s from interview data the researcher found that the Mrs. An used mind mapping method. The mind mapping method such as the brain as an ability stores information stated by Buzan (2005) mind mapping was the method to facilitate someone to write and recall information that has been stored. It is an effort to develop the activity of thinking in all directions, capturing thoughts in different angles and develop divergent thinking and creative thinking. But, it contrasted with the classroom observation indicated above the quality of classroom interaction is addressed by both the lecturers and students. However, the lecturer identified that nominated actively then the students when it comes to a lecturer's effectiveness as an educator (Crosnoe, Johnson, & Elder, 2004) defined an approach to accountability that includes a broader range of measurement of effective classroom instructional practices should include the relationships the teacher builds with her/his students. Also Marzano and Marzano (2003, p. 91) studied the practices of effective teachers and determined that "an effective teacher-student relationship may be the keystone that allows the other aspects to work well". Additionally, supported by the research that has been conducted by Luz (2015) revealed that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment and also the methods and techniques teachers' uses, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship

with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

While, the finding on the remarks 3 to remarks 4 Mrs. Pin applied the method was; direct guidance method or the otherwise direct method and free-writing as the techniques in teaching process. The Mrs. Pin applied the individual task because the lecturer invited the students one by one to read aloud in front of the class, it was called direct guidance for students. As long as the teaching followed the sequence of direct guidance method was in line with the free-writing as a technique. It means that in teaching students that personal and emotional aspects of the "self" are welcome and are often seen in all types of writing, including academics as stated by Raimes (1983, p. 7) the free-writing is the teaching of writing by assigning vast amounts of free writing on given topics, with only minimal correction of error. Alternatively, some students might volunteer to read their own aloud to the class.

The observation data also supported the lecturers' method and technique regarding the teaching writing in the classroom. The lecturers interacted with teaching writing showed that the lecturers tended to compose the method and technique since it has been conducted from the beginning, during and closing of the teaching and learning process. In this term, the method and technique that the lecturers used to interact with the students in teaching and learning process that can support them to do interaction with the students. The finding also supported by the research that has been conducted by Soares and Luz (2015) which is revealed that supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. So, students will be actively involved in learning rather than being passive learners.

2. Lecturers' reasons applied methods, and techniques in teaching writing.

a. Mrs. An

1) Did not know the differences of method and techniques. It can be indicated from her remarks below;

"Baik, untuk semester ini saya menggunakan metode, kenapa? Karena masalah yang di hadapi oleh mahasiswa itu mereka kadang bingung untuk mereka mau menulis itu mulai dari mana, atau apa yang harus emm, di tulis pertama kali, atau menjadi topic sentencenya apa gitu."

"Okay, for this semester I use the method, why? Because the problem faced by the students those they sometimes confused to they want to write it from where, or what in first write, or what the topic sentence of it".

The remarks 5 above indicated that the lecturer choosing methods used to teaching writing in which was considered as communicative language teaching method. It means that the method could help students to be active in thinking and also could help lecturer in delivering the material easily.

"Okay, baik..ini mata kuliah writing inikan berkelanjutan dari semester lalu itu tidak memkai metode apapun karena saya juga baru mengajar writing baru 2 semester ya, semester kemarin itu tidak memakai apapun, jadi kendalanya itu mereka eee matakuliah lebih pasif lagi dengan tidak adanya metode. Makanya semester ini di uji cobalah pakai metode."

"Ok. Right, the writing subject was continuing from the last semester, but in the last I was not in use any kinds of method because I was a new lecturer in this subject it's about two semesters. So, the problem is this course was passive, so they more passively again in not in use the methods. So this semester in the test try to use the method"

(Interview with Mrs. An, April, 10th, 2018)

From the remarks 6 above showed that the Mrs. An prefer in using the method than was not in use. It can be seen in her stated that this course was passive it will be passively was not using the method.

"Iya, eh..kalau metodenya langkah-langkahnya kan udah paten, udah pakem ya, prosedurnya sudah ada, tapi ya itu ada improvisasi dengan teknik itu sendiri jadi menyesuaikan dengan kondisi kelas,. Jadi, sejauh ini hampir setengah semester berjalan ini, jadi, alasanya mereka bebas creat atau menulis atau menentukan topiknya sendiri. Kemudia dari topic tersebut ehh barulahkita suruh buat mind mappingnya gitu. Jadi bisa saja satu mahasiswa itu punya eehh topic yang sama atau punya ide yang sama tapi punya gambaran yang berbeda."

"Okay, the method was valid and also with the steps and procedure of it, but in the classroom I did the improvisation. So, almost a half semester go on in using the method. So the reason they are free to create or write or determine the topic itself then the topic of it. Then we have to make mind mapping. Finally, one student it can be has the same ideas and topic but the implementation were different."

(Interview with Mrs. An, April 10th, 2018)

The remarks 7 indicated that the Mrs. An gained the data from the interview above showed that Lecturer teaching techniques was using the controlled-to-free in teaching writing course. It was making the students has creative and innovative thinking. It means that these teaching techniques could help students to understand the material and also could help Lecturer in delivering the material easily.

b. Mrs. Pin

1) Did not know the differences of method and techniques. It can be indicated from her remarks below;

"Okey. Kenapa saya menggunakan metode sendiri saya bisa merasakan hasilnya di semester lalu, okey..di semester lalu, jadi saya bisa ceritakan ada mahasiswa namanya rahlah dia saya merasa putus asa sama anak ini karena dia tidak bisa sekali membuat sentence saja masih acak-acakan saya gak tahu meanignya gimana gitu."

"Ok.. Why I use my own method, I can feel the result in last semester, in last semester. So, can I tell you there is a student whose name is Rahlah, I despaired this student because she cannot make a sentence even just still messy, I do not know what the meaning of it."

(Interview with Mrs. Pin, April 10th, 2018)

Remarks 8 that the Lecturer data of interview above showed that, Lecturer though that the teaching method was using in teaching writing was direct guidance, the Lecturer think it was effective and appropriate for students because the material in writing required many explanations of Lecturer and many practically from students to understand the material.

"Bukanya,,gak mau mengambil metode yang lain cuman saya biasanya ini berdasarkan kondisi siswa, saya sudah membaca beberapa metode tetapi itu banyak maaf saja levelnya terlalu tinggi untuk level mahasiswa kita, kita harus menggunakan metode yang memang sesuai dengan kondisi mahasiswa kita."

"No, I do not want to take another method, I usually use this based on the condition of the students, I have read some methods but it is sorry, the level is too high for our student, we must use methods that are in accordance with the situation of our student condition"

(Interview with Mrs. Pin, April 10th, 2018)

The remarks 9 above indicates that Lecturer was having got the problem with the method written by experts, she expressed it was so high level and then she found other alternative to her student in teaching writing course. So, the result is very satisfying for the Lecturer personally.

"Saya memberikan kesempatan ke anak-anak untuk melakukan praktek menulis, setelah mereka sudah selesai menulis saya kasih tahu waktu untuk saya dan mereka merevisi, saya menganalisa atau saya me..me..apa namanya ilmu kedokteran itu

membedah ini kesalahanya apa saja lalu saya beri tahu kamu masih kurang disini, masih kurang disini, kasih motivasi untuk belajar lagi."

"I give the opportunity to the students to practice writing, after they have finished writing, I gave the time to them and I revised, I called them one by one and then I revised, I analyzed or I mm..mmm…mmm. What is the name of medical science dissect this mistakes anything then I tell you..oh….you still less here, still less here, give motivation to learn again".

(Interview with Mrs. Pin, April 10th, 2018)

The remarks 10 above indicated that the technique of the lecturer gives the chances to the students for make a practice about writing an essay. He stated that after the students have finished their writing the lecturer called them one by one to read aloud and then the lecturer directly corrected about their task. It was also effect motivated by the student and then can improve their writing in English also their reading, pronunciation and grammatical.

The findings from remarks 5 to remarks 10 exposed that the lecturer's reasons of they applied the method and technique were in teaching writing process in the classroom. The method and technique were could help students to active in thinking and also could help lecturer in delivering the material easily. This finding was similar to the Kumaravadivelu (2006, p. 83), stated "method is central to any language teaching enterprise". It means that method is the main component in teaching language process especially in teaching English language and techniques not only include the presentation of language material but also the repetition of the material (Richards & Rodgers, 1986). It can be seen from the remarks 6 to remarks 7 which indicated that the Mrs. An prefer using the method than was not in use the method. According to Tidore (2016) the lecturers applied the correct method it could motivated and created students creativity in the classroom. It was similar with this researcher that the lecturers created the teaching and learning process it was involving the interaction of lecturer and students.

The finding of Mrs. An was contrast with the Mrs. Pin. The findings from remarks 8 to remarks 10 expressed that the Mrs. Pin was having got the problem with the method written by experts, she said that it was so high level and then she found other alternative to her student in teaching writing course. It means that Mrs. Pin was applied that the teaching method using her own method it was called direct guidance but she unconsciousness direct guidance was similar with direct method, the lecturer think it was effective and appropriate for students because the material in writing

required many explanations of lecturer and many practically from students to understand the material.

Furthermore, Sajjad (2013) exposed that most of the students rated lecturer method as the best teaching method. It was a practical ways to develop the lecturers' skills. It was similar to the students' perception about the lecturer method in teaching in university. Marmah (2014) It can be concluded that there is no statistical difference between gender and level in terms of preference for the lecturer. However, there is statistical significance difference between full-time and part-time and age of students in terms of their preference for the lecturer method. In general, the researcher revealed that undergraduate students in this researcher do not totally share with education experts negative views of the lecturer method.

3. **The Lecturers' Consistency in applying the methods and techniques based on the lesson plan in teaching writing.**

    a. **Mrs. An**

The researcher wants to know the extent of lecturers' consistency in applying the method and techniques based on the lesson plan involves classroom observation, interview and documentation. In the meeting I, II, and III of the classroom observation from Mrs. An in applying the method and techniques in teaching writing process. As such as below:

Observations	Principles
Lecturer : Say greeting	"*assalamualaikum warrahamtullahi wabarokatuh*"
Students : Answer the greeting	"*waalaikum salam warrahmatullahi wabaraokatuh*"
Lecturer : call the attendance of the students and give advice and motivate..	....
Lecturer : The Lecturer explains the teaching materials in the learning process. For example how to take the theme in writing and find the ideas;	"Tell about modern market and semi modern market and beach also general", *e.g. lawata beach,kalaki beach).*
Students : They just listen carefully.	………………………………………….
Lecturer : The Lecturer tells the students about how to write paragraph.	"We start with the topic sentence usually the easiest, and the easiest is we make a list of what we want to make it."
Lecturer : The Lecturer asking for the student to spread out of paper, It is used to write a	"Is there anyone, but remember the content of paragraph must identic. So, the said a paragraph it was a unity or

task.	connecting with one another then have topic sentences and adequate development it was not to get out of topic sentence."
	"Is it okay to write one or two topics"
Students : One of the students asked; Lecturer : The lecturer answers the question.	"Should not discuss two things in a paragraph, for example, we have 3 people in English, in the first paragraph you describe or explore about me. So it should not be in the middle of the paragraph you move about another, you tell about Mr Yani must be completely new to another, that's unity.
	"Double focus or even…aaa…aaa..?"
Students : One of the students asked. Lecturer : The Lecturer explains again how to get the topic sentences;	"In the selection of paragraphs the selection of the topic should not choose a specific topic, such as the theme of the Lecturer, the topic is writing lecturer".).
Lecturer : Before she started in teaching and learning process, she remind the students related to the previous meeting and crosscheck the students task,	"This meeting we are going to revise your writing".
Students : …………………………….	"The all students are quiet and listen carefully."
Lecturer : The Lecturer gives advice to the students.	"I ask for help if in the class whatever is delivered it pay well".
Lecturer : The Lecturer brainstorming to students about the last previous materials she was explaining.	"Last week, I explained well how to compose the paragraph; I explained how to make a good, correct, and efficient paragraph") and during the explanation and give assessed about their task, the Lecturer reminds their previous meeting; ("Anyone still not remember what is most important in a paragraph?".
Students : One of them answers.	"Number of sentences, paragraphs consisting of 5 sentences to 8 sentences".
Lecturer :The Lecturer gives add question.	"One paragraph should contain one topic sentence and we find the topic sentence in the?"
Students : One of the students answer.	"The beginning of paragraph".

Lecturer : The Lecturer asking for the students to read their friends task in front of the class.	"Is there anyone can help me to read nuraisah wini's task"?) and Lecturer called one of them to read the task in front of the class. She helps the student when he found difficulties in reading the task of his friend". During the reading session, she allows fix the students grammatical, and change the present into past in the text. During the Lecturer give question and answering, the Lecturer remind again about how to pick up the main ideas in the paragraph".
Students : One of them said.	"Kalaki beach"
Lecturer : The Lecturer explain about how to identify the topic sentences.	"remember topic sentences at the beginning of paragraph"
Students :The one students tried to answer.	"An introduction to West Nusa Tengara".
Lecturer : The Lecturer always reminds to students about the task a week ago and composed and crosscheck or fixes the task of students.	"are there many young people, small or old. The Lecturer asked again, "which is small here?.
Students :The students crowded to answer the question;	"Young people", they also said, "maybe who have a thin body Ms."
Lecturer : The Lecturer explained.	"If you said "young people" it was include small".
Students : They said anymore.	"Maybe, most of them young people and children".
Lecturer : The Lecturer asking to student to clarify they wrote.	"So if the statement was young people, it was talking about children to adolescence".
Students : One of the students answer;	"Adolescence Ms."
Lecturer : The Lecturer read one of the tasks of student about descriptive text.	"The topic was "Falcao Cave" and dial next slide read another task of the students, the last invited one of them for read of the task of their friends in front of the class".
Students : One of the students comes in front of the class.	……………………………………

Lecturer : The Lecturer gave the clue to read start from where.	"Before a word of atmosphere, or what?".
Student : The students she would like to read the task on the slide but blank…..the projector was shut off."	…………………………………….

2) Interview data in April 10th, 2018

The researcher found that of the interview data from the lecturer's reason in applying the method and techniques in teaching writing in the classroom, such as follows:

Remarks 5 *"Baik, untuk semester ini saya menggunakan metode, kenapa? Karena masalah yang di hadapi oleh mahasiswa itu mereka kadang bingung untuk mereka mau menulis itu mulai dari mana, atau apa yang harus emm, di tulis pertama kali, atau menjadi topic sentencenya apa gitu."*

"Okay, for this semester I use the method, why? Because the problem faced by the students those they sometimes confused to they want to write it from where, or what in first write, or what the topic sentence of it".

Remarks 6 *"Okay, baik..ini mata kuliah writing inikan berkelanjutan dari semester lalu itu tidak memkai metode apapun karena saya juga baru mengajar writing baru 2 semester ya, semester kemarin itu tidak memakai apapun, jadi kendalanya itu mereka eee matakuliah lebih pasif lagi dengan tidak adanya metode. Makanya semester ini di uji cobalah pakai metode.*

"Okay. Right, the writing subject was continuing from the last semester, but in the last I was not in use any kinds of method because I was a new Lecturer in this subject it's about two semesters. So, the problem is this course was passive, so they more passively again in not in use the methods. So this semester in the test try to use the method".

Remarks 7 *"Iya, eh..kalau metodenya langkah-langkahnya kan udah paten, udah pakem ya, prosedurnya sudah ada, tapi ya itu ada improvisasi dengan teknik itu sendiri jadi menyesuaikan dengan kondisi kelas,. Jadi, sejauh ini hampir setengah semester berjalan ini, jadi, alasanya mereka bebas creat atau menulis atau menentukan topiknya sendiri. Kemudia dari topic tersebut ehh barulahkita suruh buat mind mappingnya gitu. Jadi bisa saja satu mahasiswa itu punya eehh topic yang sama atau punya ide yang sama tapi punya gambaran yang berbeda."*

"Okay, the method was valid and also with the steps and procedure of it, but in the classroom I did the improvisation. So, almost a half semester go on in using the method. So the reason they are free to create or write or determine the topic itself then the topic of it. Then we have to make mind mapping. Finally, one student it can be has the same ideas and topic but the implementation were different."

3) Documentation data (Lesson Plan)

The researcher found that from the lesson plan of the lecturer in teaching process in the classroom, it could be proved by the table 4.1 as follows;

Weekly	Ability expected	Study Materials	Learning Method	Time	Evaluation	criteria	Rate
1	2	3	4	5	6	7	8
II		Draw topic into mind mapping	Mind Mapping	75 minutes	Mind Mapping Drawing		20%
III		) Paragraph composed mind mapping and draw it into paragraph	) Speech) Mind Mapping	75 minutes	Students text hand writing		20%
IV	The students be able to understand and analysis	) Review structure and content students hand writing	Speech	75 minutes			20%

Source: Lesson plan of Mrs. An

The findings based on the classroom observation data it was contrasted with interview data and the documentation data (lesson plan) above displayed by Mrs. An. The study identified that the Mrs. An used communicative language teaching method and the controlled-to-free as a technique. It can be seen from the contents of observations field notes (see appendix 4). In addition, the study found that data from

classroom observation, interview and the document above showed that the Mrs. An inconsistency in teaching and learning process in the classroom.

a. Mrs. Pin

In the meeting I, II, and III of the classroom Observation from Mrs. An in applying the method and techniques in teaching writing in the classroom.

Observations	Principles
Lecturer : The Lecturer invite. (Call one by one) the students to sit in front of her desk.	"Please !, read your task".
Students : She opened her task.	"She gives one for lecturer and one of them for herself."
Lecturer : The Lecturer asking for the students to read aloud the task.	"Read aloud, please!. So, I can fix your grammatical".
Students : "Just nodded"	…………………………………….
Lecturer : The Lecturer invited (call one by one) students to sit in front of her desk.	"Please, read your task".
Students : She opened her task, one for lecturer and one of them for herself.	…………………………………….
Lecturer : The Lecturer asking for the students to read aloud the task.	"Read aloud. So, I can fix your grammatical."
Students : Just do it, no comment	…………………………………….
Lecturer : The Lecturer sometimes fixes the grammar what the students read.	"Please, read carefully, do not so hurry it was many mistakes later".
Students : Just keep silent and follow instruction	…………………………………….
Lecturer : The Lecturer asking for the students to repeat if the students read mistakes;	"e.g sophistication"
Lecturer : The Lecturer is checking the attendance of the students and asking for students to prepare their task	"Others students study, please!
Students : No comment…	…………………………………….
Lecturer : The Lecturer calls the students to sit in front of her desk.	"Please!, read your task".
Students : Just nodded.	……………………………………
Lecturer :The Lecturer asking for the students to read aloud the task	" Continued to others"

	and Lecturer sometimes fixes the grammar what the students read.	
Students :	She continued to read aloud and no comment…..	…………………………………….
Lecturer :	The Lecturer asking for the student to read again and asking for the students to repeat anymore if the students read mistakes	"E.g. what a silly question"
Student :	Followed her read, too.	"What a silly question".
Lecturer :	The Lecturer is checking the attendance of the students and asking to the students to prepare their task	…………………………………….
Students :	Just listen the Lecturer call the students based on the attendance list and the turn one of the students was called.	"Their friends said, she has returned home Ms."
Lecturer :	Surprised!.	(Ha?" and asking question again, she has gone home? She took attendance list and gives the mark and continued to others students. But, the problem was as like as before. Finally, one of them comes in".
Lecturer :	The Lecturer asking for the students to read aloud the task.	"Read aloud so I can fix your grammar".
Students :	followed the instruction, no comment	…………………………………….
Lecturer :	The Lecturer sometimes fixes the grammar what the students read.	"Obligated"
Students :	Also repeated;	"Obligated"

2) Interview data in April 10th, 2018

The researcher found that of the interview data from the lecturer's reason in applying the method and techniques in teaching writing in the classroom, such as follows:

Remarks 8 *"Okey. Kenapa saya menggunakan metode sendiri saya bisa merasakan hasilnya di semester lalu, okey..di semester lalu, jadi saya bisa ceritakan ada mahasiswa namanya rahlah dia saya merasa putus asa sama anak*

ini karena dia tidak bisa sekali membuat sentence saja masih acak-acakan saya gak tahu meanignya gimana gitu."

"Okay.. Why I use my own method, I can feel the result in last semester, in last semester. So, can I tell you there is a student whose name is Rahlah, I despaired this student because she cannot make a sentence even just still messy, I do not know what should I do then."

Remarks 9 *"Bukanya,,gak mau mengambil metode yang lain cuman saya biasanya ini berdasarkan kondisi siswa, saya sudah membaca beberapa metode tetapi itu banyak maaf saja levelnya terlalu tinggi untuk level mahasiswa kita, kita harus menggunakan metode yang memang sesuai dengan kondisi mahasiswa kita."*

"No, I do not want to take another method, I usually use this based on the condition of the students, I have read some methods but it is sorry, the level is too high for our student, we must use methods that are in accordance with the situation of our student condition".

Remarks 10 *"Saya memberikan kesempatan ke anak-anak untuk melakukan praktek menulis, setelah mereka sudah selesai menulis saya kasih tahu waktu untuk saya dan mereka merevisi, saya menganalisa atau saya me..me..apa namanya ilmu kedokteran itu membedah ini kesalahanya apa saja lalu saya beri tahu kamu masih kurang disini, masih kurang disini, kasih motivasi untuk belajar lagi."*

"I give the opportunity to the students to practice writing, after they have finished writing, I gave the time to them and I revised, I called them one by one and then I revised, I analyzed or I mm..mmm…mmm. What is the name of medical science dissect this mistakes anything then I tell you..oh….you still less here, still less here, give motivation to learn again".

4) Documentation data (Lesson Plan)

The researcher found that from the lesson plan of the lecturer in teaching process in the classroom, it could be proved by the table 4.1 as follows;

Weekly	Ability expected	Study Materials	Indicator	Learning method	Assessment	criteria	Rate
1	2	3	4	5	6	7	8
II-III	The students be able to understand about essay text	Basic concept to make essay text	▪ The students be able to the define of essay text ▪ The students be	Speech	Appropriate and truth understand		20%

			able to know the important thing in essay text				
IV-V	The students be able to know the important thing in essay text	Introductory paragraph	The students be able to understand how to make introductory paragraph	Small group discussion, present and question answer	The appropriate to explain and understanding		20%

Source: Lesson plan of Mrs. Pin

The findings from the observation data above it indicated Mrs. Pin gave the instruction to the students to prepare their task for presentation face to face in front of the Lecturer desks. It means that Mrs. Pin did the direct guidance (see appendix 4) to students because the Lecturer invited the student one by one to read aloud their task and the study found that the Lecturer used the free writing approach as a technique. In addition, the study also found that the data from lesson plan above showed that Mrs. Pin inconsistency in teaching and learning process in the classroom.

Writing is expressing ideas or opinion through written media. Writing is the act of putting down in conventional graphic from something that had been spoken (Rivers, 1968). The findings from the classroom observation, interview data and the lesson plan. All of them showed that had different theory and practice in teaching of the English writing. The results are in line with the results of several researchers (Ogan-Bekiroglu & Akkoç, 2009) that beliefs interact with practices in complex ways. This finding of Mrs. Pin showed that unconsciousness to believe and actually do in the classroom may not be consistent or contrast with the lesson plan was used as the material to support in teaching process in the classroom. The inconsistency between her theory about teaching and actual practice can be interpreted as these Mrs. Pin having adapted to classroom environments, she constructed teaching organized from the perspective of the lecturer as self in relation to the teaching context was defined as "the knowledge and beliefs constructed by a teacher" (Simmons, Emory, & Carter, 1999, p. 948) the lecturer construct their own theory and practice within each of the teaching contexts in which they work.

In comparing the findings of this research carried out Mrs. An in the classroom observation, interview data, and the lesson plan data indicated that the Mrs. An gave the chance to the students for make creative thinking and to be imaginer student. She stated they are free to find out the topic from their selves. It means that the lecturer implemented the method and technique was not in line with the lesson plan. The actual teaching process was in line with the Goelz (2004, p. 23) found that teachers' beliefs and practices were more consistent with the teaching theory and practice of learning. However, the classroom observations for these cases show that a teaching practice based totally on such beliefs is anything but easy to accomplish. Even when lecturer have to do; (a) responsible for a large size of class, (b) following the lesson plan, (c) the examination system, or (d) external pressures on what they must do in the classroom. All of these factors interfere with the implementation of lecturer itself.

CONCLUSION

Based on the findings and discussion in the chapter four, it can be formulated some conclusions as follows:
1. There were two participants (Mrs. An and Mrs. Pin) in this research, one of them used different method as such as; direct guidance method or (Direct method) and the free-writing as the technique and the other one (Mrs. An) applied communicative language teaching method and the controlled-to-free writing as a techniques in teaching and learning activities in the classroom process.
2. The participants gave their reasons in choosing the teaching method and techniques. Mrs. An and Mrs. Pin they almost gave the same reasons of using the method and techniques, both of their reasons involved the characteristics of materials, and practical materials.

Theoretically, all lecturers understood well about the concepts of their teaching methods and techniques. However, their concepts were in line with theories about teaching methods and techniques proposed by experts but they were not aware of about it. Practically, their teaching process in the classroom.

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