ENGLISH TEACHERS' PERCEPTION IN DESIGNING WRITING TECHNIQUES TO IMPROVE STUDENTS' WRITING ABILITY

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Abstract

Teaching writing in senior high school is one of an interesting issue since teachers see writing as one of the hardest skill to teach. Some consideration is needed in teaching writing. Since teachers are the important aspect in writing class, this paper will examine senior high school teachers' perception in designing writing techniques that can help the students in improving their writing ability. The techniques will be measured based on some principles that are adapted from Brown (2001). There will be 30 teachers from all of the English teachers in Indonesia that were taken as participants of this research. These participants would be taken by using random sampling technique. The instrument of this descriptive research was set of close ended and open ended questionnaire. The result of this research showed that teachers' have positive perception on designing writing techniques but it needs some changes in its practice in the classroom.

Keywords: teachers' perception, techniques, writing ability

Introduction

Teaching English in senior high school in Indonesia is based on four main skills that are stated in both Kurikulum 2013 and also KTSP. These four skills should be taught in order to use language as well. These four skills are listening, speaking, reading, and writing. From these four skills, writing come as the hardest skill for the students to be mastered since writing need an accuracy in grammar, spelling, and also it need to develop an idea in a certain way. In writing, students should also generate and organize the ideas in their mind into a text. Teachers also take part to help students in their writing, especially to help the students to go through all of their problems in writing such as in generating the ideas, using the right grammar, etc.

In designing an appropriate writing techniques for the students,teachers may face some problems. First, teachers should have some considerations that should be taken into account in teaching writing. Kroll (2001: 223) states that teachers should consider some important aspects in making a course plan for writing class such as time for writing section, aspects of the composing process will be presented, the use of grammar, how much reading will be covered, how to determine the students' score in writing and also the techniques that can help students in writing. While Harmer (2007a: 325) says that the main focus before start teaching writing is either focus on the product or the process of writing itself. When teachers focus on the product, it means they do not need to control the writing process. While the teachers focus on the process, it means that they should control the whole process of writing.

If the teachers choose to consider the students' writing process, they need to know the writing process itself. There are some processes of writing that can help teachers in designing writing technique for the students. Simply, the processes are thinking, drafting, revising, and writing. Brown (2001: 335) says that writing process consists of thinking, drafting, and revising that all of those processes need specialized

skills. Besides that, Broad and Boyd (2011: 13) add some process that in the process of writing. They argue that the processes in writing are drafting, response, revision, editing, and publication. From all of those statements about writing process, it can be said that students need time to follow those processes. It means that it will take time and teachers should consider it by designing an effective writing class.

Another problem is teachers should also know their role in the writing class. When teachers know their role, it can help them to determine what they will do in the classroom. According to Harmer (2007a: 330), there are three roles of teachers in the classroom. First is a teacher as a motivator. Teachers in the writing class should be able to give motivation to the student to write, provide a condition that helps students to generate their ideas, and also encourage them to write as a useful activity through good techniques of writing. Second is a teacher as a resource. Teachers should be able to guide the students in the writing process and look at the students' writing progress, giving some advice and suggestions in an appropriate way. And the last role is teachers as feedback provider. Teachers should give a respond positively and encouragingly to the students' writing. While Brown (2001) offers the roles of teachers as facilitator and respondent. Teachers should facilitate the students writing by helping students to engage with the thinking process and then they should give a respond after the students finish their writing.

Nowadays, there are so many techniques and methods that are offered to the teachers for teaching in writing class, for example online writing through a blog, teaching writing through group writing, etc. Some researchers also done some researches about designing writing techniques for the students and some of them will be mentioned. First is research that has been done by Koross et al (2013) that study about the teachers and students' perception toward the methods that is used by the teachers in teaching writing. This study entitled "Perception of Teachers and Students towards Methods Used in Teaching and Learning Writing Skills in Secondary Schools", is aimed to determine the perception of teachers and students towards methods used in teaching and learning writing skills and to compare the students and teachers' perception on the methods that is used. The participant was taken from teachers and students by using random sampling technique and data was collected through questionnaires. This study shows that both teachers and students have negative perceptions on the methods that are applied in the writing class. It might be the main reason for the low ability of the students in developing their writing ability. This study suggests the teachers fit the techniques or methods in teaching writing to the students need and interest. So that it can help them to build an effective writing class.

Another study is from Pytash et al (2015) that investigated the teachers' perceptions on using technology as techniques in teaching writing. There were 27 participants in this study that followed the interview to answer the research questions. The research finds that by using technology in writing class can affect their writing and it is a fun way to develop their writing skill. And last research is from Darwish (2016). The study entitled "Teachers' attitudes and techniques towards EFL Writing in Egyptian Secondary Schools". The aim of this study is to investigate the teaching writing class and to explore the teachers' attitudes towards the EFL writing. Through the questionnaires, the data from 44 teachers and 24 students shows that teachers have negative attitudes towards teaching writing. According to this research, there are five factors that influence the teaching writing activity in the class. They are the backwash of the writing test, teachers' professional development, students' culture of reading and

also the large classes. This study suggests changing the method in teaching writing and taking into account teachers' professional development.

However, not all of those techniques are appropriate for all students in all condition. For example, schools in the remote area which have no internet access, it is impossible to use blog writing. So, the teachers should choose or modify or even make their own techniques that are appropriate and can be applied in their writing class.Based on Ayudhia(2016), the teachers will face some of the students' problems and difficulties which can influence the teachers' perception in designing writing techniques. The students' problems are divided based on five aspects in writing, they are fluency, organization, vocabulary, grammar, and mechanics. In writing fluency, students could not complete their writing within the time that was provided. In organizing the text, it was hard for the students to link the paragraph and also the idea that they write was not really clear. The vocabulary that was used by the students was also limited, so they used common words and sometimes they repeated the same word. The problems also appear in students' grammar, there were so many grammar errors, and they seldom used the wrong tenses. Mechanically, there were so many errors in spelling words, and also in using punctuation and capital letters. Since the result of the previous study showed that students still had many problems in writing, the writing techniques that were offered by the teachers to the students need to be questioned.

From all of the considerations and the problems in teaching and learning writing that have been mention above, it is good for the teachers to set their own techniques to help the students in writing class. The techniques should be appropriate for the students and can be applied based on their teaching and learning condition. Due to the fact, the research about teachers' perception on designing writing techniques for senior high school students is needed. This case is analyzed based on the principles for designing writing techniques that are offered by Brown (2001). Those principles are incorporating practices of "good" writer, balancing the process and product, taking account for cultural/literacy background, connecting reading and writing, providing as much as authentic writing as possible, framing the writing stages, using interactive techniques, providing a feedback, and explaining the formal conventions of writing.

The first principle is incorporating practices of "good" writer. Teachers can guide the students in writing by offering them some tips about what the good writers do to make a good writing. According to Brown (2001: 346), there are some techniques that a good writer does, they are; focus on goal or main idea in writing, perceptively gauge their audience, spend some time planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, solicit and utilize feedback on their writing, not weeded to certain surface structures, revise their work willingly and efficiently, patiently make as many revisions as needed. It is in line with Gillespie (2011: 4) that says that teachers can let the students write down whatever the sentences that comes to their mind. Langan (2012: 8) also says that the teachers can ask the students to make the clear statement or goal in writing that will be explained more in the form of paragraph and text. However, Roberts (2004: 25) this writing quickly techniques will invite students to unstructured writing. So, teachers should be careful in guiding the students by using these techniques.

The second principle is balancing the process and product. According to Harmer (2007a: 325), in teaching writing teachers can focus on the writing product or the process of writing itself. When teachers focus on the product, it means that they only interested in the aim of writing or focus on fulfilling the main goal of writing class based on the curriculum. While teachers that focus on the process of writing

means that they should pay attention to the various stages in writing. Simply, those stages are pre-writing phases, editing, re-drafting, and finally producing a finished version of their work. By following those process of writing, it will influence the product of the writing itself. Pujianto et al (2014: 99) state that the processes approach help students in developing their writing skill. However, both process and product are important. It is better for the teacher to balance the process and product.

The third principles are taking account for cultural/literacy background. When the teachers walk into the classroom, they should make an assumption that the students do not know English rhetorical conventions. Based on the handout about the writing process from Capella University (2007: 7), rhetorical conventions means the rules in writing such as the structure and format, the language and everything that might be expected by the reader of the students writing later. Teachers try to help the students to understand what are the rhetorical conventions of the text that they want to write until they accustomed to it and be able to use it. Students are expected to understand the scientific, cultural, and technological information in various forms that is also called digital age literacy which is including multicultural literacy. According to Barrot (2015: 115), multicultural literacy means the students' ability to understand and give an appreciation to the other cultures, customs, beliefs, and values.

The next is connecting reading and writing. Before asking the students to write, the teachers can ask them to read some example of the text in the same genre with the text that they will write. It will give them a draw and inspiration about what they will write then. Moreau (2015: 9) states that when the students are given limited reading materials whenever they are asking to write after the reading, it will cause some problems in their writing activity such as difficulties in developing ideas, arranging their writing, etc. Al-Saadat (2004: 226) did a research about the relationship between reading and writing. He finds that both reading and writing share so the cognitive skill that can help students and writers to trigger the writing process. Another statement from Peck (2005:9) says that when teachers can provide a suitable and good reading materials and also they can use those reading creatively; it will help them in enhancing writing curriculum.

The next principle is providing as much authentic writing as possible. It emphasizes the authenticity of the students' writing. According to Harmer (2007a: 330), there are two purposes of writing. First is writing for learning. It is the kind of writing in order to help students in learning the language or to test them in that language. The second one is writing for writing. It is when teachers build the students' writing skill such kind of activities such as asking the students to design a good magazine advertisement so that they may become good at writing an advertisement. While Hedge (2005: 9) provides several purposes for writing. They are: pedagogic purposes, assessment purposes, real purposes, humanistic purposes, creative purposes, classroom management purposes, acquisition purposes, and the last one is for educational purposes. In writing a news item text, the students should know whether the reason is for real purposes or for educational purposes. However, Brown (2001: 347) states that students can also produce an authentic writing by sharing their writing with others that are one way to add authenticity to their writing. Teachers can publish the students writing in a form of newsletter, class magazine, etc.

In addition, authentically is not only for students' writing but also the reading materials that are given before the students start to write. Masood (2005: 69) finds that authentic material can be useful to enrich the students' knowledge about the text. So, it is suitable to give it to them at the beginning of the lesson. Rahman (2013: 29) writes that the authentic materials can be effective tools in writing class. Through authentic

materials, the teachers can motivate students to write just like the native, so that their writing ability will be improved. Some of the authentic materials might be difficult for the students since their some of the authentic materials use a different language style and words. Maroko (2010: 11) says that to deal with this, the teachers can make some changes to the text or choose the part that the students need to know.

The next principle is framing the techniques in terms of prewriting, drafting, and revising stages. There are so many theories about writing process. Flachmann (2011: 33-36) offers four steps in writing. They are preparing to write, writing, revising, and editing. Preparing to write (prewriting) is an activity that helps to explore a general subject, generate ideas about it, select a specific topic, establish a purpose, learn as much as possible about the readers, and draft a thesis statement. Writing includes developing some of your ideas further, organizing your thoughts with your purpose in mind, and writing the first draft. Revising involves rethinking the content and organization so that these words say exactly what the writers' mean. Editing means find errors in grammar. There are three groups grammar and usage error. They are sentence errors, cover and punctuation, and internal punctuation.

Similar to Falchmann, Harmer (2007b: 113) states that the process of writing is planning, drafting, reviewing, and editing. While in the handout about the writing process from Capella University (2007: 3), the writing process is described in Figure 1 below. In writing, the students need a research, one way to do research is by reading the similar text or authentic and in doing proofread, the students can do that by reading the others students writing as have already explained before. In each step, the teachers can control and guide the students in order to help them to produce a good writing. According to Harmer (2007a: 326), following the writing process will take time because each process is important. Trang and Hoa (2008: 187) in his research finds that the students tend to plan more before they start to write, revise more after writing, and spend more time to find the effective way to write. It is clear that students need time to finish their writing. Based on Brown (2001: 348) teachers can offer the students to write in class hours to complete their writing from the beginning until it finish or teachers can also give the writing assignment in every process as homework.

The next important principle is offering techniques that are as interactive as possible. Students can be asked to do their writing in a group or it is also known by collaborative writing. Students can also work in pairs or groups to generate ideas and to do proofreading. However, Al-Maamari (2016) in his research finds that when teachers divide students into some writing groups, the students will do interaction, negotiation, and communication among the member of the group yet these activities still have control, power, and autonomy from some dominant students in the group.

Teachers could also use kind of writing activity on the internet in a form of blog writing. Pollard (2014: 30) states that writing in the online media positively affect the students' motivation. Students can also receive many kinds of feedback since the reader may be varied too. In the other hand, Sipacio (2014: 44) says that there are three main issue related to the online writing, they are: students afraid to publish their writing since they know everybody can read their writing; teachers that resist such kind of learning media; everybody can copy and claim the writing, so the validity can be questioned.

Besides guiding the students, teachers can also give responds or corrections toward the students writing. Harmer (2007b: 97) states that in giving correction, teachers should give it carefully. If the teachers give responds and corrections in an insensitive way, it can make the students angry and loss their self-confidence. Teachers can give some correction in drafting and revising stages. The correction can

be on the grammatical errors, errors within the relevant paragraphs, the clarity of the idea, and also the word choices that is used by the students. In Indonesia, some of the public school has big classes. Pujianto et al (2014: 109) state that in big classes, it is hard to do the correction to the students' writing even the teachers ask to do peer correction. In this situation, teachers should be creative and also careful in doing an effective correction.

There are different effects when the teachers give direct feedback instead of indirect feedback. Septiana et al (2016: 6) find that students that are treated with direct feedback significantly have better writing accuracy rather than students that are given indirect feedback. Similar to the previous statement, Bataineh (2016: 18) also states thatfeedback that is given by one-by-one conference, or also said as direct feedback, is more effective rather than giving a written feedback in the students writing. Both teachers and students can discuss about everything in the students' writing. But, this kind of feedback is quiet time consuming.

The last principle is explaining the formal conventions of writing to the students. According to Brown (2001: 356), there are some English formal features that are needed in explaining, offering solutions, debating, and arguing; clear thesis statement or topic that they want to write, the use of the main idea, the use of supporting ideas, etc. In deciding the topic, teachers can either help the students to choose the topic for the students or let them choose on their own. Lubold et al (2016: 236) suggest that letting the students choose their own topic for their writing can build their fluency. The chances to choose their own topic also allow them to take risks and help them to understand the concept of the language. So the teachers can guide the students to deliver their own idea in formal form.

It is important to know the teachers' perception on designing writing techniques for senior high school students in order to help the students in developing their writing skill.So, the objective of this study was to find out the teachers'perceptionin designing writing techniques for senior high school students.

The data in this research were taken on October 19th until October 26th, 2016. There were 30 English teachers in senior high school that were taken as the participants of this research. The data of this research were collected through questionnaire, close-ended questionnaire and open-ended questionnaire. The questionnaire was delivered directly in the form of printed questionnaire to the teachers that were randomly selected. The printed form of the questionnaire was selected since most of the teachers preferred to the printed one rather than the online questionnaire. The teachers were given time for about one until three days to answer the questions.

Finding and Discussion
Findings
The data were analyzed based on nine principles for designing writing techniques that are suggested by Brown (2001). A first principle is incorporating practices of "good" writer. There were nine statements in the questionnaire that were related to this principle. They were questions number one until nine. The percentage of the 30 teachers' answer is showed in table 1 below. It can be seen that from all statements that all of the teachers had guided the students to follow their general organizational plan (No. 5). While just 70% of the teachers that asked the students to predict their audience or the reader of the students writing (No. 2).

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Table 1 Percentage of questionnaire result for the first principle

No.	Statements	Yes (%)	No (%)
1.	Before start to write, I guide the students to the goal or the main idea of the students' writing.	96,67	3.33
2.	I ask the students to perceptively gauge their audience.	70,00	30,00
3.	I give the students some time (but not too much) to plan their writing.	86,67	13,33
4.	I let the students' ideas flow onto the paper.	93,33	6,66
5.	I guide the students to follow a general organizational plan as they write.	100	0
6.	I help by giving solicit and utilize feedback on their writing.	96,67	3,33
7.	I do not tie them to a certain writing style.	83,33	16,67
8.	I revise the students' writing willingly and efficiently.	96,67	3,33
9.	I patiently make as many revisions as needed.	96,67	3,33

For the second principle is balancing the process and product. There were two statements in this questionnaire that were related to the principle of balancing the process and product. The result of the questionnaire can be seen in table 2 below. Almost all of the teachers considered the written product (No. 11) while more than a half (No.10) guided the students to do writing process as well as it should be.

Table 2 Percentage of questionnaire result for the second principle

No.	Statements	Yes (%)	No (%)
10.	I always guide the students in every step in the process of writing.	83,33	16,67
11.	I consider the important writing aspects in assessing students' written product such as the arrangement of the paragraphs, the clearance of the idea, etc.	96,67	3,33

Taking account for cultural/literacy background is the third principle. Statements number 12 and 13 represented about this principle. The percentage can be seen in table 3 below. Table 3 showed that just more than a half assumed that their students knew English rhetorical conventions (No. 12). However, the teachers still explained about the rhetorical conventions to the students (No. 13). So they kept explaining to the students even they assumed that the students had already understood.

Table 3 Percentage of questionnaire result for the third principle

No.	Statements	Yes (%)	No (%)
12.	I do not assume that my students know English rhetorical conventions.	46,47	53,33
13.	I explain about English rhetorical conventions such as native writing style to the students until they understand.	76,67	23,33

Statements number 14 until 15 were about the next principle that is connecting reading and writing. The percentage can be seen in table 4 below. All of the teachers answer yes that they make sure the students' comprehension of the topic that they want to write so that they can find related reading easily (No. 15). But only 76, 67% teachers that asked the students to read the text that related to their writing just before they start to write and the others did not emphasize this reading activity (No. 15).

Table 4 Percentage of questionnaire result for the fourth principle

No.	Statements	Yes (%)	No (%)
14.	Before start to write, I asked the students to read the text that is related to the topic that they are going to write.	76,67	23,33
15.	Before start to write, I make sure that the students know what they are going to write to help them finding the related reading.	100	0

The next principle is providing as much authentic writing as possible. Statements number 16 until 18 provided the data about the authenticity of the students' writing. The result can be seen in table 5 below. The table informed that almost all of the students had already known their purpose in writing (No. 16). More than a half of the students were motivated by the teachers that were publishing their writing (No. 18). But only 56, 67% of the teachers that asked the students to discuss their writing in pair or group.

Table 5 Percentage of questionnaire result for the fifth principle

No.	Statements	Yes (%)	No (%)
16.	My students know the purpose of their writing.	90	10
17.	I ask the students to discuss their writing (draft and/or final writing) with other students.	56,67	43,33
18.	I motivate the students to produce a well written product by publishing their writing in form of class/school magazine, or another publishes form.	60	40

Statement number 19 was about the time that is given for the students to finish their writing in order to get the writing done by following every step in writing. The steps simply the process of pre-writing, drafting, and revising. The percentage can be seen in table 6. Almost all of the teachers give the students time in the class write. If the students could not complete the process at school, they let the students finish their writing at home. It can be useful for the students since they could get into the writing stages and did not get the pressure from the teachers to finish their writing within the class hours.

Table 6 Percentage of questionnaire result for the sixth principle

No.	Statements	Yes (%)	No (%)
19.	I give the students times to write within the class hours and additional time to complete their writing process at home if the time in the school is not enough.	93,33	6,66

The principle number seven is offering techniques that are as interactive as possible. Statements number 20 and 21 was about this principle that the percentage can be seen in table 7 below. The amount of the teachers that deal with writing in a group (No. 21) was in line with the amount of the teachers that had done the writing group in the classroom (No. 20).

Table 7 Percentage of questionnaire result for the seventh principle

No.	Statements	Yes (%)	No (%)
20.	In writing class, I divide the students into the group to share their ideas in writing and also to give critiques and comments.	73,33	26,27
21.	I believe that writing in a group will be effective for the students to develop their writing skill.	73,33	26,27

The eighth principle is giving responds or corrections toward the students writing. There were seven statements about this principle; it was the statements number 22 until 28 that can be seen in table 8 below. The teachers had done their role in correcting the students' writing appropriately in the writing class (No. 23 and No. 27). However, they did not always give a mark in the students' error.

Table 8 Percentage of questionnaire result for the eighth principle

No.	Statements	Yes (%)	No (%)
22.	I give error correction since the students start to write a draft.	73,33	26,67
23.	I take a role as a consultant, where the students consult their writing, in the writing class.	96,67	3,33
24.	I do not always give a mark such as underline to correct the students' grammar error in writing.	60	40
25.	I give a comment for the whole paragraphs (coherencies, generic structure, etc.)	90	10
26.	I give a comment in the part of writing which is not in line with the topic.	93,33	6,66
27.	I ask the students if I found inadequate and awkward expression in students' writing.	96,67	3,33
28.	I give a mark in the grammar errors and also in mechanical errors but I do not write the correct one on the students' writing.	66,67	33,33

The last principle is explaining the formal conventions of writing to the students. The statements number 29 and 30 about this principle can be seen in table 9 below. There were 86,67% of the teachers taught the students to write in formal form, while only 73,33% that showed the example of formal written text to the students.

Table 9 Percentage of questionnaire result for the ninth principle

No.	Statements	Yes (%)	No (%)
29.	I teach the students to write in formal form.	86,67	13,33
30.	I show the formal written text explicitly through the examples.	73,33	26,67

Besides the close-ended questionnaire, the open-ended questionnaires were also given. From the open-ended questionnaire, most of the teachers said that the process of writing is important and they guided their students to follow those processes. According to the teachers, the writing process can help them to guide the students about what they should do in the writing class. It can be said that the teachers applied some of the principles in designing writing techniques when they followed the writing process. However, participants number 20 and 22 said that they did not follow the writing process in the classroom since they only emphasize to the students' reading comprehension skill.

In doing writing activity in the class, the method that is used by the teachers were varied. Most of the teachers said that they started the writing class by explaining about the text (generic structure, language features, etc.). After that, the students were asked to think about the topic that they want to write and then made the outline. According to participant number 7, the topics were chosen by the students to help them in building the background knowledge for their writing. But participant number 18 said that the topics were given to the students by the teacher. After the outlines were finished, they continued the writing process and did some revising until they have their final writing. Participants number 14 and 19 deal with the group working method in a writing class and participant number 21 and 30 had another method. They used pictured, and mind mapping to help the students saw their idea about the topic clearly.

Teaching writing by applying those principles according to the teachers has many obstacles. Most of the teachers argued that they had tried to revise the students' writing, but since so many students in the classroom, the process cannot be done effectively. According to participants number 18, 20, 27 and 28, the obstacle was related to students' motivation. The students were less motivated since they did not understand the grammar and also they had a lack of vocabularies. It can be concluded from the data that most of the teachers had an opinion that teaching writing was important and the appropriate techniques were needed to improve the students' writing. They had applied the right principles in designing writing techniques for the students. However, the students' writing result still had problems.

Discussion

This study discussed two main findings that would be described in this part in order to answers the research questions. First is about the teachers' perception on designing writing techniques and the second was about the techniques that were usually used by the teachers in teaching writing in the classroom.

Teachers' Perception

From the data that had been showed above, designing writing techniques for senior high school students based on the teachers was very important as well as the teaching writing itself. Simply, their teaching techniques included all of the writing process that is pre-writing (thinking), drafting, revising, and writing. From the teachers' answer, it can be seen that they still preferred to take the writing process as an important part that cannot be separated from the teaching writing activity in the class even this kind of writing techniques will take time and cannot be done in a day or even a week (Broad and Boyd: 2011, Harmer: 2007a). However, teachers did some improvisation to get the students attention to the writing activity and to make the students want to participate actively in writing class.

Giving the students the right techniques, according to the teachers, could make the students feel confidence with their writing since they had already done their writing carefully by following the techniques from their teachers. In this case, the teachers' roles as a motivator, resource, and feedback provider in writing class take an important part. Based on Harmer (2007a: 330) these roles are the main roles in writing class beside the usual roles. Students could be motivated to write by the teachers and convince that they could do better in writing. Since the teachers are the resources in writing class, they can guide the students to follow the techniques that they were offered in order to produce a well-written text and to develop their writing skill. Finally, the students could feel confidence with their writing after they got an appropriate feedback from the teachers. In giving this feedback, it should be taken into account the right way in providing a good feedback. Harmer (2007b: 97) states that a wrong way of giving a feedback could make the students loss their self-confidence.

From the teachers' answers to the open-ended questionnaire, the right techniques that were applied by the teachers were important because those techniques can help them in running the class. The techniques that they applied in the classroom could give them a draw about the students' development in writing. Since not all of the students fit with one technique, teachers could evaluate the students' needs and also the students' writing style through the techniques that they had already done in the classroom. Basically, the teachers still think that writing techniques that they applied in the classroom were based on the basic writing process. Koross et al (2013: 37) suggest that teachers should not focus on one technique in teaching writing, but they should develop the techniques based on the students' interest and latest techniques. So it can be said that the teachers should be flexible in designing the writing techniques, yet they should still follow the principles in designing the writing techniques.

What The Teachers' Do

The teachers' answers about their teaching methods in the classroom were varied. From the questionnaire, the teachers had done well in the first principle that they had asked the students to practice as well as the good writers. Most of the teachers asked the students to write a plan before they start to write and gave the students times to prepare their draft. In this process, the teachers did not interrupt the students by giving them a freedom to write what came to their mind into a paper. The revisions that were given were as efficiently as possible. The teachers also guide the students to the goal of their writing. Besides that, only some of the teachers that asked the students to predict the audience or the readers of their writing. This reader according to Albrechtsen et al (2008: 1), is important to be predicted since the writers want to deliver a message to the readers and the writers should also wonder what goes in the minds of the readers when they read.

Teachers were also done very well in the second principles. In the second principle, most of the teachers also agreed that the process of writing was as important as the writing product. It can be seen clearly from the teachers' answers. Most of the teachers guided the students through every step in the process of writing and at the end of the writing process, they assess the product of the students' writing by considering the arrangement of the paragraphs, the clearance of the idea, etc., and also the process that had already done. Pujianto et al (2014: 99) state that the processes approach help students in developing their writing skill which can lead them to produce a well written product.

The third principle did not show good result. Just some of the teachers that explained to the students about the English rhetorical conventions. However, before they explain about English rhetorical conventions, they assumed that the students had already known it. This assumption can give an effect to the way the teachers explain it since Brown (2001: 347) states that the teachers should make an assumption that the students do not know English rhetorical conventions. If the teachers thought that the students had already known it, they will explain it briefly. So it would be difficult for the students who did not really understand it.

For the fourth and fifth principles, the teachers' answers were quite interesting. All of the teachers agreed that before they start writing process, they made sure that the students know what they want to write. However, just some of the teachers that asked the students to find the texts that were related to their writing. In fact, this reading can help the students in their writing activity. Reading before writing based on Moreau (2015: 7) allowed the students to find from what direction they should start their writing.

In the fifth principles, it can be seen only about a half of the teachers' belief and had already done kind of discussion among the students to do some revising in form of group discussion and even finished their writing in a group. The result in this fifth principle was also in line with the seventh principles that were also studied about the writing group. Actually, the writing group is found effective. Al-Maamari (2016) in his research finds that students will do interaction, negotiation, and communication among the member of the group and at the end they will come with the writing product from their group discussion. And the publishing method actually is kind of a good way that can encourage the students to give their best since their writing would be read by other people. The fact of teachers' perception toward group writing was followed by the fact that just some of the teachers motivate their students to produce a well-written product by publishing the students writing in form of magazine or others.

The teachers agreed with the sixth principles that said that students need an extra time to write. So they give the students time at home to continue the writing process that could not be completed within the school hours. After that, the teachers give some revisions to the students writing that can be categorized into the eight principles. Teachers had done well in correcting students writing such as they provide kind of consultation, giving correction since the students write the draft and asking about the coherencies and also the strange expressions that were used by the students. But the teachers need to force themselves to provide the written correction especially in correcting the grammar error.

And the last principle is the formal form for the students' writing. Most of the teachers taught the students to write in form of formal written text, while not all of them show the formal written text as the examples before they start to write. According to Brown (2001: 356), there are some English formal features that are needed in explaining, offering solutions, debating, and arguing; clear thesis statement

or topic that they want to write, the use of the main idea, the use of supporting ideas, etc. So it needs the teachers' consideration to provide the example of the formal form of the writing.

Most of the teachers used the writing process – that are pre-writing, drafting, revising, and writing – as the basic process of designing their techniques in writing. Some teachers did improvisation to take the students' attention and interest to write and follow the procedures or techniques that were applied by the teachers. Teachers' improvisation in teaching writing techniques such as using picture and mind mapping in the pre-writing stage instead of asking the students to read (participants number 21 and 30).

Conclusion

Most of the teachers agreed that designing the appropriate techniques for the senior high school students is important since it can help them in guiding the students in the writing process and producing a well-written text. In designing the writing techniques, most of the teachers had already followed some principles that are offered by Brown (2001). The teachers had done better in some principles such as guiding the students before they start to write, give some correction and positive feedback. The important thing is the teachers had done their role appropriately in writing class.

However, the teachers need to force themselves to assume that the students had not already known what they were going to write and they need the explanations from the teachers. Teachers should also spend their time to give a written feedback in students' writing. Besides that, teachers should motivate the students in writing and also provide the students some examples that will help the students later in producing a good writing. And the last, teachers should also consider about the effectiveness of group writing. Finally, for further writing, it would be better to find a solution and the examples of the techniques in form of activities that simply help the teachers and students to run the writing class effectively.

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