THE TEACHING OF WRITING IN ENGLISH EDUCATION STUDY PROGRAM

THESIS

BY

DIANA RACHMAWATI
NIM 1301120855

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1441 H / 2020 M

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THESIS

Submitted as a Requirements for the Undergraduate Degree

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BY

DIANA RACHMAWATI
NIM 1301120855

**STATE ISLAMIC INSTITUTEOF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND
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ADVISOR APPROVAL

Thesis Title	:	The Use of Audio-Tutorial Media in Teaching Writing at English Education Study Program
Name	:	Diana Rachmawati
SRN	:	1301120855
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, June 29th 2020

Advisor I

Sabarun, M.Pd
ORN. 19680322 200801 1 005

Advisor II

Zaitun Qamariah, M.Pd
ORN. 19840519 201503 2 003

Acknowledged by:

Vice Dean in Academic Affairs

Dr. Nurul Wahdah, M. Pd
ORN. 19800307 200604 2 004

Secretary
Majoring Language Education

Akhmad Ali Mirza, M. Pd
ORN. 198406 201503 1 003

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THESIS APPROVAL

Thesis Title   : The Teaching of Writing in English Education Study Program

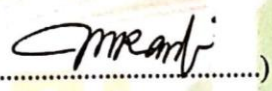Name   : Diana Rachmawati
SRN   : 1301120855
Faculty   : Teacher Training and Education
Department   : Language Education
Study Program : English Education

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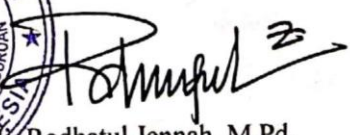Date   : June, 26th 2020 M / 5 Dzulqaidah 1441 H

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1. **Akhmad Ali Mirza, M.Pd**   (.....................)
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2. **Hj. Apni Ranti, M.Hum**   (.....................)
   (Main Examiner)

3. **Sabarun, M.Pd**   (.....................)
   (Examiner)

4. **Zaitun Qamariah, M.Pd**   (.....................)
   (Secretary/Examiner)

Approved by:
Dean, Faculty of Teacher Training
and Education

Dr. Hj. Rodhatul Jennah, M.Pd.
NIP.19671003 199303 2 001

iv

OFFICIAL NOTE

Palangka Raya, June 22nd 2020

Case : **Examination of**
Diana Rachmawati Thesis

To The Dean of Faculty of Education and
Teacher Training of State Islamic Institute
of Palangka Raya
In Palangka Raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Diana Rachmawati
SRN : 1301120855
Thesis Title : The Use of Audio-Tutorial Media in Teaching Writing
at English Education Study Program

Can be examined in partial fulfillment of the requirements of the Degree of
Sarjana Pendidikan in the Study Program of English Education of the Language
Education of the Faculty of Education and Teacher Training of the State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

Advisor I

Sabarun, M.Pd
ORN. 19680322 200801 1 005

Advisor II

Zaitun Qamariah, M.Pd
ORN. 19840519 201503 2 003

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MOTTO

Do the best and pray, Allah will take care of the rest.

But it is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you. But Allah knows it, and you know not.
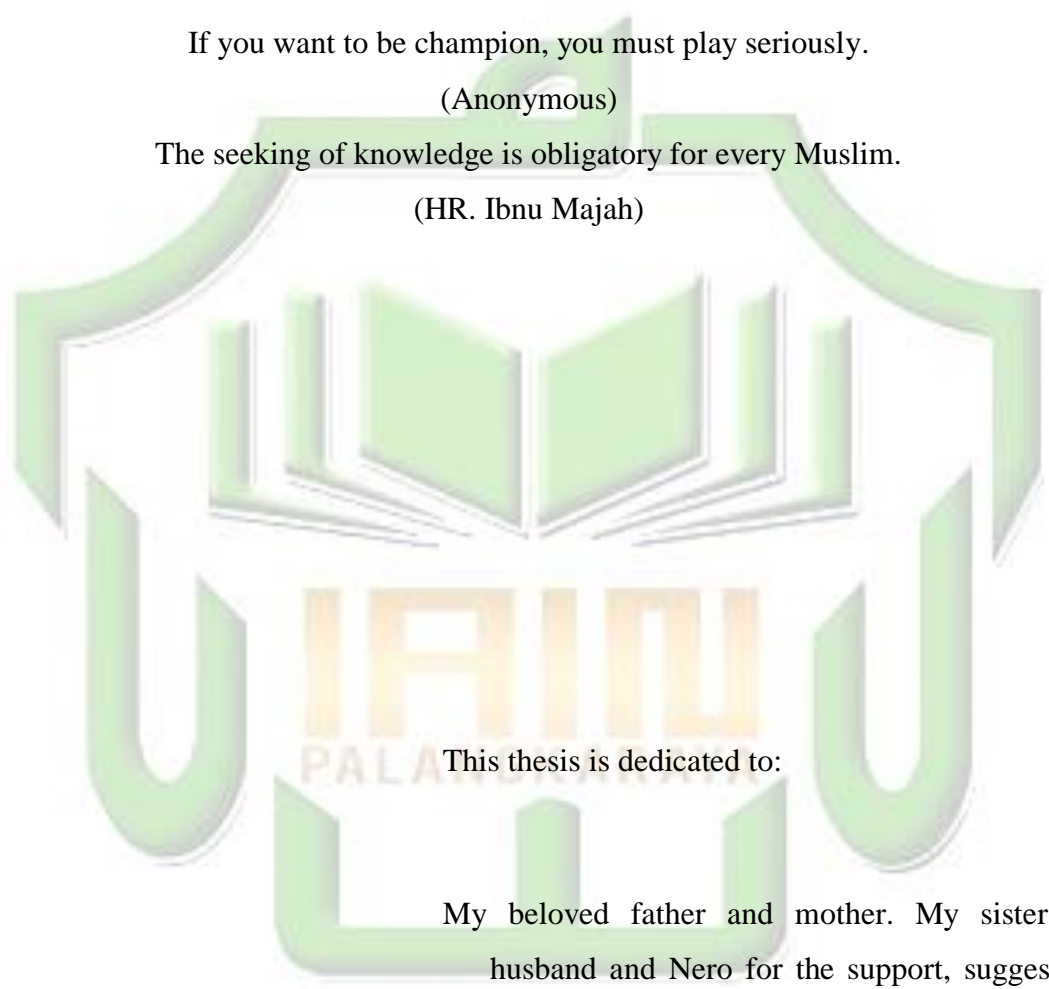
(QS. Al Baqarah: 216)

If you want to be champion, you must play seriously.

(Anonymous)

The seeking of knowledge is obligatory for every Muslim.

(HR. Ibnu Majah)

This thesis is dedicated to:

My beloved father and mother. My sister, my husband and Nero for the support, suggest and happiness in conducting this research and also all my friends. With their support and help.

Thanks a million!

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

Herewith, I:

Name   : Diana Rachmawati

NIM   : 1301120855

Faculty   : Teacher Training and Education

Department   : Languange Education

Study Program : English Education

Declarate that:

This thesis has never been submitted to any other tertiary education institution for any other academic degree. This thesis is the sole work of author and has not been written in collaboration with any other person. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faithfully,

DIANA RACHMAWATI
NIM. 1301120855

ABSTRACT

Rachmawati, Diana 2020. *The Teaching of Writing at English Education Study Program*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd

Keywords: Audio-Tutorial, Teaching Writing

This study relates to the importance of audio-tutorial model especially on the teaching writing. Which is used to collect information about the opinion of the lecturer of English education study program about the teaching of writing in English education study program. Based on the phenomena taking place in university that the students considered writing as the most difficult skill. The objective of the research was to describe whether or not and to what extent four square writing technique can improve students' writing skill.

The subject of this research was the lecturer of English education study program. This research is qualitative since the data are in from of word. Meanwhile, the research is a descriptive one since the researcher used descriptive method. This is caused the researcher wants to describe about teaching writing in English education study program. The research data were collected by using techniques of interview.

The result showed, audio-tutorial is one of the models can use to improve writing skills in teaching writing. The problem face that English lecturer want students understood the material to make a paragraph. English teacher explains the material, and classroom management very influential in the implementation a method. The solution for those problems were used media or audio to help the students understand about material and it can increase vocabulary

ABSTRAK

Rachmawati, Diana 2020. *Mengajar Menulis di Program Studi Pendidikan Bahasa Inggris*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd

Kata kunci: Audio-Tutorial, Mengajar Menulis

Penelitian ini berkaitan dengan pentingnya model audio-tutorial terutama pada mengajar menulis. Yang digunakan untuk mengumpulkan informasi tentang pendapat dosen pada program studi pendidikan bahasa Inggris tentang pengajaran menulis di program studi pendidikan bahasa Inggris. Berdasarkan fenomena yang terjadi di universitas bahwa para siswa menganggap menulis sebagai keterampilan yang paling sulit. Tujuan dari penelitian ini adalah untuk menggambarkan apakah atau tidak dan sejauh mana teknik menulis empat persegi dapat meningkatkan keterampilan menulis siswa.

Subjek penelitian ini adalah dosen penulisan program studi pendidikan Bahasa Inggris. Penelitian ini adalah kualitatif karena datanya dari kata. Sementara itu, penelitian ini bersifat deskriptif karena peneliti menggunakan metode deskriptif. Hal ini disebabkan peneliti ingin mendeskripsikan tentang mengajar menulis di program studi pendidikan Bahasa Inggris. Data penelitian dikumpulkan dengan menggunakan teknik wawancara.

Hasil penelitian menunjukkan, audio-tutorial adalah salah satu model yang dapat digunakan untuk meningkatkan keterampilan menulis dalam mengajar menulis. Masalah yang dihadapi dosen bahasa Inggris adalah ingin siswa memahami materi untuk membuat paragraf. Guru Bahasa Inggris menjelaskan materi, dan manajemen kelas sangat berpengaruh dalam implementasi suatu metode. Solusi untuk masalah tersebut adalah menggunakan media atau audio untuk membantu siswa memahami materi dan dapat meningkatkan kosa kata.

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Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT, for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of live to make our life true.

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Finally, the writer realized that this paper could not perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya,   June 2020
The Writer,

Diana Rachmawati
SRN. 1301120855

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LIST OF ABBREVIATIONS

etc   : etcetera or and other things

et al   : et alii or and others

EFL   : English Foreign Language

IAIN   : Institut Agama Islam Negeri

CHAPTER I

INTRODUCTION

A. Background of the study

Language is needed as means of communication that takes an important role. The people cannot be separated from language. Through language, people will be able to express their thoughts and feelings. Since language, communication, and life cannot be separated, we use language in our daily life to gain and share information from others, to express feelings and also to interact with other people. Communication through foreign language, especially English, causes people to learn many things. There are four language skills related to how we can get information from others. They are listening, reading, speaking, and writing. Writing is one of the ways on how we communicate with others. As one of the four language skills, writing is really important, particularly for students.

In Indonesia, English is the first foreign language which is taught officially from secondary high school till university level. Many states, nations, races, tribes, community, group and international organization use English to communicate with others. This phenomenon supports non-English native speakers to learn this language. They study English in school, college, courses, and other places. In fact learning English is better started from young age one because it can help them to get easier in mastering the language.

Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills.

Writing is a skill that is required in written communication. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, we also have to use a compatible tense to express an event in certain time.

The writing is one important skill that should be known and mastered by the students.. "If we take a look at the teaching learning process at schools, writing is difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional texts that students have to mastered is announcement text. Announcement is a statement in spoken or written form that makes something known publicly.

According to the regulation of the Ministry of Education and Culture number 81A year of 2013, curriculum 2013 is the curriculum used in the school. The aim of writing in this curriculum is to make students able to express the meaning in transactional and interpersonal language in daily life context. They are also expected to be able to express the meaning of a short

functional text and a monologue in many kinds of texts likes recounts, descriptive, and narrative.

Providing rich interactive multimedia is a key feature of learning. It enables students to access resources that support learning wherever they are; without the need to attend a specific location at a defined time. The use of audio-tutorial also makes it possible to present knowledge in different ways and enables different forms of interaction with learners. Utilising audio-tutorial to support learning is now more accessible than ever, especially for learners' off-campus, some of the students saying they have high-speed and reliable Internet access at home.

In writing process we always involve thinking skill and creative skill. The students appeared to have many problems when write in English. As Tribble said that for the moment we can accept that writing is a language skill which is difficult to acquire. Furthermore, one in which relatively few people are required to be expert.

It means writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple process and abilities.

The audio-tutorial model of teaching has been proven effective in subject involving the assimilation of ideas and the orderly presentation of

the fundamental concept, but very little evidence is available to prove or disprove that audio-tutorial model of instruction are effective in subjects that require that cultivation of both mental discipline and certain manipulative skills.

People who have a good ability in writing will be better in sending and receiving information or message from others, since most of real communication is in writen language. However, good writing skill is difficult to achieve. It needs a lot of practices and a suitable technique, media or tools to improve the writing skills. Regarding the difficulties that the teachers might have in teaching writing, it needs more effort to deal with this particular skill. The difficulties in teaching writing were also shown at English Education Study Program. This research important because the students find many problems and this research tried to solve it. Based on the researcher experience as a student, researcher and the other students was less motivated and ran out of ideas in learning writing since the students were not motivated and not interested in learning it.

The students felt afraid in learning English because they found it difficult and they were afraid in making mistakes. It was hard to practice one transactional material for one meeting.

Based on Bachani, in his book "Teaching writing", stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct

interaction between the writer and the reader. In addition, Sadller et al, wisely remarked in Westwood's book that, good writing is not only hard work, but also it is an extremely complex and challenging mental task.

Therefore, many reasons suppose that the number of students writing difficulties is even greater than the number experiencing difficulties in other skills. Meanwhile, not only students often found difficulties in writing but teachers also got it. The teachers are also difficult to teach, which, more or less, effect the students' learning outcomes and has a long process. Process of writing activities starts from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English. In order to solve the students' problems, the teacher is hoped to able to find the solution to improve students' writing skill. To solve the problems easier, the teachers can use technique in teaching and learning process.

From the problems stated above, the researcher found that there were so many ways to deal with those problems. The students needed the audio-tutorial model, so they could pronounce the words and sentences correctly. It was better to give them examples that can be heard, especially the authentic ones in order to make the students understand and also practice them well.

Due to the facts above, it motivates the researcher to conduct an analysis study entitled "The Use Audio-Tutorial Model in Teaching Writing at English Education Study Program".

B.   Identification of The Problems

In conducting the research the researcher limits the study. The researcher describes about the use of audio-tutorial in teaching writing at English education study program. The problem and solution faced by the researcher as a student.

C.   Problem of Statement

Based on the background of the study, research problems are formulated as follows:

1)   What is the method of teaching writing in English education study program?

2)   What are the problems faced by the teacher on the teaching of writing in English education study program?

D.   The Objectives of the Study

Based on the problem statement, the objectives of the study of this research are:

1)   To describe the method of teaching writing in English education study program.

2)   To describe the problems faced by the teacher on the teaching of writing in English education study program.

E.   The Benefit of the Study

In the study, the researcher expects that this research paper has benefits both theory and practice.

1)   Theoretical Significance

a) The researcher expects that the teacher can get a new idea to teach English in writing.

b) For the other researcher, they may complete and do better research based on this topic.

c) The result of the research can be useful for English teacher in their teaching writing.

2. Practical Significance

a) Students

The researcher hopes that this research will be helpful for the students to understand the materials especially in teaching and learning English Writing.

b) Teacher

The researcher might be useful to give the teacher knowledge about teaching writing to students.

c) Lecturer

The researcher will be one of the references to teaching the students about writing.

d) Other researcher

The research is used as the references for those who want to conduct a research of writing.

e) The reader

The result will be given the information to the readers in the way in carrying out the information about writing.

F.   Definition of Key Term.

1.   According to Siahaan (2008: p 215), writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. Siahaan stated that there are four basic skills that must be mastered. They are listening, speaking, reading, and writing".

2.   Teaching

Brown (2000: p. 7) said that teaching is a superior job. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning, teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be separated from the word "learning" because the presence of teaching is as result of the presence of learner.

3.   Teaching Writing

Teaching writing is the process of transffering knowledge of writing from the teacher to the students. The teacher do some actions to make the students know and understand about how to write something correctly.

CHAPTER II

REVIEW OF LITERATURE

It is stated in the previous chapter that the purpose of this study is to know the use audio-tutorial model in teaching writing in English education study program. Thus, in this chapter, to support this study, some theoretical descriptions on writing and audio-tutorial will be described thoroughly.

Teaching English as foreign language means that English is taught by people which English is not their mother tongue or their native language. It is supported by Harmer, English as a foreign language is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country.

According of the statement above, it means that English is international language, but in Indonesia English as foreign language not be used to communicate in daily activity. As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society. It means that in Indonesia, English is not used for communication in the daily life.

Furthermore, Harmer state that teaching means to give someone knowledge or to instruct or to train someone.4 Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process. According the explanation above the researcher concludes that teaching

English as foreign language is teaching English in the school as a subject that used in many requirements such as to read literature, technical works, to listen to the music another, and teaching English as foreign language is an action to give motivation to the students to improve their English skills, but it is not used for daily communication in Indonesia. The students who learn English as foreign language will get opportunities to communicate in their school and orally with the speakers of another nationalities.

A. Writing

1. Definition of Writing

Before going to the concept of writing ability, it is better to know what writing is. According to Brown (2000: p. 31) states the definition of a language competence as "one's underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together". Furthermore, Harmer (2001: p. 79) says that writing is a form of comunication to deliver througt or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

In order for communication to be successful the people have to structure their discourse in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive.7 Coherence means the connections of ideas and points that will be transferred and cohesive means grammatically that used in written language. It describes, the writer will show many things in the

written language, such as the way of thinking, knowledge and word to be arranged to sentences form that can be easy to understand it by the reader so that both can make a communication.

Suparno, Jonah (2006: p. 14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006: p. 29) argues that writing can be used as an indirect means of communication to others to convey information. It is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the readers through writing.

Another definition of writing is proposed by Nation (2009: p. 112) who states that writing is an activity that can usefully be prefared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. It means that writing can be increased through learning the other language aspects.

Brown, (2001: p. 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: p. 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which

stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulvernes, and Williams (2005: p. 26) states that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to from a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols. Writing as a process of expressing ideas or thoughts in words should be done at our leisure (Sutanto, 2007: p. 1).

According to (Harmer, 2004:11) writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the the researcher concludes that writing is a complex process for conveying or

delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences unto a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

Writing is the process or result of recording language in the form of conventional visible marks or graphic sign son a surface. "Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, to convey a specific purpose. The purpose of writing is to give some information.

Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: p. 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. *Firstly,* exploring and transmitting ideas, thought and feeling into written form. *Secondly*, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2. **The Nature of Writing**

Writing is an activity or process to express ideas or opinion. Writing is an important basic language skill that students should master in their language learning effort. Writing skill mastery is significantly helpful for learners in various educational and occupational tasks such as writing essays, writing thesis, business writing, international correspondence, presentation, etc. However, many writing teachers encountered difficulties in teaching writing due to its complexity. To cope with this problem, it is worth knowing what writing is, so the teachers can have enough information about it and be able to act based on this understanding.

Writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

The process approach to writing is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it.

As teachers, we often assume students will work through the writing process without direct teaching. We must offer students instruction and practice in each stage of the writing process. If the teacher intends for students to produce a finished product, then the revision and editing steps are crucial. If the teacher wants to offer practice and training in writing, then a number of papers can be developed by using prewriting strategies and drafting. Finally, the students' best papers can be developed thoroughly through revision, editing and post-writing.

According to Harmer (2001: p. 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any

piece of writing process. Writing helps: to provide a welcome change of pace during class period, to entail a profound knowledge of the grammar system, to serve as a medium for conscious attention to language forms,to naturally provide opportunities for more individual practice, to give a concrete result or product for students to examine and study which provides excellent practice in the use of monitor. Furthermore, the field has recently taken into account the plausibility of allying the macroskill of writing with other skills (Hinkel, 2006; Hirvela, 2004; Plakans, 2010).

From many definitions and explanations about writing above, it can be concluded that writing is actually a way of how people communicate and interact toeach other and convey the meaning they want the reader to get.

To put it in a nutshell, Brown (2001: p. 336) asserts that, "writing is indeed a thinking process," which corroborates Elbow (1973) who similarly thinks of writing process, "not as a way to transmit a message but as a way to grow and cook a message," (p. 16). Brown urges writing teachers to observe the balance betweenprocess and product, cautioning them not to take an extreme perspective. While he admits that the product is the ultimate goal, he also emphasizes that the process is the means to the end, Mirlohi (2012).

3. The Purpose of Writing

When teaching "writing for writing" we need to make sure that our students" have some writing aims. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why students are studying English. There are three main categories of learning which are worth considering, namely:

a. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis. Recent immigrants and refugess, for example, will have specific writing needs such as the ability to fill in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development.

b. English for Specific Purpose (ESP)

Many students study English for a particular (or specific) purpose. People who are going to work as nurses in Britain or the USA, for example, will study medical English. Those who are going to study at an English-medium university need to concentrate on English

for Academic Purpose (EAP). Business students will concentrate on the language of management and commerce, and so on.

c. English as a Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitors in a target-language country. Their needs are often not nearly so easy to pin down as the two categories we have mentionned above (Jeremy Harmer, 2004: p. 39).

4. **Types of Writing**

There are five main types of writing: expository, descriptive, narrative, persuasive and creative. (Callella, 2001):

a. Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself.

b. Descriptive

Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are

reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing. A description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

c. Narrative

Narrative writing is very common in novels, poetry and biographies. The author puts themselves in their characters shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you. Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last (Departemen Pendidikan, 2013: p. 33). There are five steps for constructing a narrative text, like the following:

1) Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

2) Complication: sets off a chain of events that influences what will happen in the story.

3) Sequence of events: where the characters react to the complication.

4) Resolution: in which the characters finally sort out the complication.

5) Coda: provides a comment or moral based on what has been learned from the story (optional).

d. Persuasive writing takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising.

e. Creative writing is perhaps the most fun type of writing. Anything you think up in your head can be turned into creative writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing. Short stories, poetry, novels and plays often fall into the creative writing category. It doesn't necessarily need to follow any line of facts, just as long as it's interesting to read.

In short, writing has different types based on the purpose and how the writer write the text. In currect study, descriptive text writing was

choosen for because descriptive text writing is kind of text which is included in junior high school curriculum. Descriptive text is also usefull for the students because in junior high school levels, the students need to get new information which they can get by sharing about the descriptive text with their friends in the class .

B.   Teaching Writing

Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007). It means that teaching process helps the students to know or to understand the material easily.

The term teaching is derived the word teach which means giving instruction to somebody, in order to know or able to do something. The word teacher has the widest use in formal and informal situation and at all level education. It relates to an academic subject or particall skill. According to Brown (2002 :7) Teaching is "showing and helping someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what key know in their minds, and even consult dictionaries, grammar books, or other refernce material to help them. Writing encourages students to focus on accurate language use and,

because they think as they write, it may well provoke language develpment as they resolve problems which the writing puts into their minds.

However, this quite separates from issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: p. 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre-occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

Teaching how to write in the right way effectively is one of the most important skills for the teachers impart to their students. When teaching writing, teachers must select resources and support materials that was not only to help them in teaching writing, but that will also be the most effective in helping the students learn to write.

Students often find it useful to write sentences using new language shortly after they have studied it.

a. Reinforcement

The students find it benefit when they practice to use English in written text after studied how to use English rather than given explanation about how English are constructed. The process when they strunggle to make a written text is reinforced their theory. By practicing to make written text, the students mind is working twice. First, they have remember to explanation about how English constructed, and second, the apply those explanations to express their idea.

b. Language development

The actual process of writing helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the on going learning experience.

c. Learning style

Writing is a appropriate for learners who to take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and brother of interpersonal face-to-face communication.

d. Writing as a skill

Teching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters,how to reply advertisement,etc. They also need to know some of writing's special convention such as fluctuation, paragraph construction, etc.

1. **Characteristics of Written Language**

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

1. Permanence

   Spoken language is fleeting. Written language is permanent (or as permanent as paper and computer disk area), and therefore the reader has on opportunity to return again and again.

2. Production

   Time Most reading contexts allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

3. Distance

   The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The task of the reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues.

4. Orthography

   In spoken language, we have phonemes that correspond to writing graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality, setting, and nonverbal cues, all of

which enhance the message. In writing we have graphemes punctuation, pictures, or chart lends a helping hand.

5. Complexity

Writing and speech represent different modes of complexity, and the most significant difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

6. Vocabulary

It is true that written English typically utilizes a greater variety of lexical items then spoken conversational English. Because writing allows the writer more processing time, because of a desire to be precise in writing, and simply because of the formal conventions of writing, lower-frequency word often appears.

7. Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must hold on to.

2.   Characteristics of Writing Process

Process of writing is one of productive skill needs Harmer stated that writing process, process involves a series of stepped to follow in producing a finished piece of writing. There are four elements:

1. Planning

   Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the purposes of writing. This may involve making detailed notes. Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For other a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since thay may do all their planning in their heads. When planning, writers have to think about there main issue. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to includes. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language – whether, for examples, it is formal or informal in tone. Thirdly. Writers have to consider the content structure of the piece – that is, how best to sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text it is assumed as the first version of a pieces of writing as a draft. We can refer to the first version of a piece of writing as a draft. This first "go" at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be product on the way to the final version.

3. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammars, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. perhaps the order of the information is not clear. Perhaps the way something written is ambiguous or confusing. They may

then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issue of general meaning and overall structure before concretating on detailed features such as individual words and grammatical accuracy. The latter two are, of cource, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from the both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that is often used in process-oriented classrooms include brain-storming, planning, multiple drafting, peer collaboration and portfolio assessment.

Teachers are also responsible in giving response towards students writing in which the language teaching often occurs explicitly.

3. **The Problems of writing**

    For most people, writing is consider as a difficult activity, both in the mother tongue and in foreign tongue. There are three heading problems which are caused by writing:

    a. Psychological Problems

        Writing skill is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have to immadiate feedback to let them know how they are doing and whether they should change their approach. There is no immediate between the produce and the receiver.

    b. Linguistics Problems

        Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc), more elaborate, more formal. In a foreign language, this process is all the more difficult as there may be interference on a cultural level, not just the linguistics between mother tongue and the foreign tongue.

    c. Cognitive Problems

Writing is learned through the process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the idea is also important for effective communication which has to be learned in writing. The problem in writing are not only in psycologically and linguistics, but cognitive too. In this study, the researcher inclined with the linguistics problem because of the grammar and the structure in using English.

4. **The Criteria of Good Writing**

According to Harmer (2007: p 18) there are three criteria of good writing:

a. Unity

Unity of the text means relevance of the sentences in a paraghraph. A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topics sentences, if there is a sentence in a paragraph which is not in line with the topic sentences; it means that the paragraph does not have unity of text.

b. Cohesion

It's means that the writing does not contain tons of grammar or spelling error. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunction to relate among the classes within paragraphs.

c. Coherent

Other characteristic of good writing is coherent, it means that the information is clearly connected and arranged, if has been organized systematically. So, the reader can follow the composition easily.

5. **Principle of Writing**

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations (David, 2003:92-96).

a. Understand the students" reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

b. Provide many opportunities for students to write

Writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to

write in order to the students will become more comfortable with the act of writing.

c. Make feedback helpful and meaningful

Students need feedback on their writing. If the teacher write comments on students" papers, make sure that the students understand the vocabulary or symbols used. Take time to discuss them in class. The teacher should be cautious about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students" writing.

d. Clarify for yourself, and for your students, how their writing will be evaluated. Students often feel that the evaluation of their writing is completely subjective. Students can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable to read and what features distract from that enjoyable. This kind of discussion has two benefits: it not only gives students a voice in the evaluation of their own work, it also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

C. Micro- and Macro- Skills of Writing

Henry (2000) mentioned the micro-skills involved in writing skills. Mastery of these micro-skills helps the writer to have good command over

writing free of mistakes and errors. In the process of micro-skills the writer needs to:

a) Use the script, spellings and punctuations correctly.

b) Apply the accurate words to state the right tense, case and gender.

c) Make use of major components such as subject, verb and object etc. Appropriately which is can convey the thought of writer clearly to the reader.

d) Make the text coherent to make the reader understand easily.

e) Place all parts of speech properly.

f) Apply the vocabulary and terminologies appropriately.

g) Use the style of writing suitably to the requirements of the audience.

h) Clarify the central ideas from the sustaining information.

i) Avoid from jargon, slang, taboos and keep in mind the standard of language according to the mental level of the reader.

j) Judge about the prior knowledge of the audience about the subject.

According to Brown (2001: p 221) the earlier micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing.

Micro skills of writing, such as:

a) Produce graphemes and orthographic patterns of English;

b) Produce writing at an efficient rate of speed to suit the purpose;

c)   Produce an acceptable core of words and use appropriate word order patterns;

d)   Use acceptable grammatical system (eg., tense, agreement, patterns, and rules); express a particular meaning in different grammatical forms; use cohesive devices in written discourse.

In addition, Macro skills of writing, such as:

a)   Use the rhetorical forms and conventions of written discourse;

b)   Appropriately accomplish the communicative functions of written texts according to form and purpose;

c)   Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification;

d)   Distinguish between literal and implied meanings when writing; correctly convey cultural specific references in the context of the written text;

e)   Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting, peer and instructor feedback, and using feedback for revising and editing.

D.   Writing theory

Hyland (2004: p 5) states that writing is a way of getting things done. In other words, we can say that writing conveys our ideas or our experiences

into composition that the readers are able to understand what actually we want to say or deliver.

According to Longman Dictionary of contemporary English (2003: p 1912) writing means the activity of writing books, stories, etc. Meanwhile, Nunan (2003: p 88) defines writing by a series of contrasts as stated below:

1. It is both a physical and a mental act. Act is the most basic level; writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2. Its purpose is both to express and impress. Writers typically serve two masters; themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing –a shopping list, notes from a meeting, a scholarly article, a novel, a poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.

3. It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience sees,

whether it is an instructor or a wider audience is a product –an essay, letter, story or research report.

Then, it can be concluded that writing is a process of producing language that comes from our thought in a written form. It can be a book, story, and letter, novel and so on. Writing is used to express and explain ideas. It is the representation of language in a textual medium through the use of signs and symbols. We can communicate with other by writing what we are intended to say. People use writing as a means of recording what people want to store in the form of written language. It is because of our limited remembrance.

Writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading. Considers it as an enormous challenge to produce "a coherent, fluent, extended piece of writing" in one's second language. This is magnified by the fact that the rhetorical conventions of English texts – the structure, style and organization – often differ from the convention in other languages. It requires effort to recognize and manage the differences.

In relation to the students' difficulties in writing, asserts that the difficulties are not merely caused by the students' themselves but they can also be caused by the unvaried and uninteresting techniques of the lecturers in teaching writing. These will result their boredom and less motivation in

learning it. Consequently, writing is not a favorite course, for neither the students nor the lecturers, Miftah, M. Z. (2015).

Brown still maintains that writing must be kept in its place. His two rules on writing in the FL classroom are 1) keep it short and 2) prime students before they begin to write. This, according to Brown, includes providing famous quotations as models to memorize, emulating the stylistics of fables, and discussing false cognates and deceptive pair. One technique that Brown finds particularly productive is the "Nacherzahlung" (summary). However, he claims that any extensive independent writing, such as free composition, should be postponed until the third or fourth years and should be strictly limited.

E. **Audio-Tutorial Model**

Audio-Tutorial Model was developed in 1961 by S.N. Postlethwait at Purdue University. His purposes were to find an improved method of teaching botany to a larger number of college students and to effectively assist the students who possessed only limited backgrounds in the subject.

The student is also expected to log a certain amount of time in the earth science learning center in individual study. This is called the Independent Study Session. The amount of time devoted to study varies with the individual student. In the learning lab, he may listen to a taped lecture, view slides, observe film strips, or see a brief single-concept movie that is related to a particular instructional objective. An instructor is available in the learning center for individual assistance.

An audio-tutorial is a model of transferring knowledge and may be used as a sound part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

In an article published by stateuniversity mention that audio-Tutorial is a model of individualized instruction developed by Samuel N. Postlethwait in 1961 at Purdue University. His goal was to find an improved method of teaching botany to a larger number of college students and to effectively assist the students who possessed only limited backgrounds in the subject.

The development of an Audio-Tutorial model requires a significant amount of planning and time by the instructor. Although there is some room for modification for each specific program, the general principles remain the same. Students have access to a taped presentation of a specifically designed program that directs their activities one at a time. The basic principles of Audio-Tutorial are:

2) repetition;

3) concentration;

4) association;

5) unit steps;

6) use of the communication vehicle appropriate to the objective;

7) use of multiplicity of approaches; and

8) use of an integrated experience approach".

According to The Deakin Learning Futures Teaching Development Team (2004: p. 3), the benefit of the audio-tutorial are:

1) Provides diverse teaching techniques for learning.

2) Gives the teacher a voice – this can reduce the feeling of isolation for cloud based students, but also helps located students feel connected.

3) Can be used to simplify and explain complex problems.

4) Can allow students to access the learning materials as often as required.

5) Allows students to learn at their own pace, with instant playback, rewind and pause.

6) Reduces frequently asked questions from students • can be re-used.

In addition to taking more time if they wish, students can also accelerate the pace of their learning. Other benefits are that students feel more responsible for their learning, and more students can be accommodated in less laboratory space and with less staff.

Some of the major criticisms that are common to Audio-Tutorial Model were illustrated by Robert K. Snortland upon evaluating a course in graphics design. The primary criticism concerns the claim of responsibility. It seems that some students respond to the responsibility placed upon them, while others do not. There was a problem with the initial dropout rate, which seemed to be explained by the lack of willingness of some students to take on the amount of responsibility that was required in order to complete the course. Many other criticisms of Audio-Tutorial Model are concerned with teacher control. The instructor dictates all of the material including the

learning and feedback procedures. The criticism is that this is a severe form of teacher control over the student.

Like the Keller Plan, Audio-Tutorial allows the individual student to determine his or her own pace, and the content is fixed. Unlike the Keller Plan, however, there are more instructional delivery methods available when designing the course. Yet the locus of control remains with the instructor in the Audio-Tutorial as well. Audio-tutorial Model is being employed in a senior level electrical engineering communications laboratory course at Purdue University by Professor John C. Lindenlaub (10, 11, 12). He uses audio-tutorial tapes to replace the conventional set of mimeographed notes and the laboratory preparation session.

Before the introduction of audio-tutorial model into the communications laboratory course, each student attended a scheduled three-hour laboratory period each week. This rigidly structured period was eliminated when audio-tutorial teaching techniques were introduced and an accompanying "open-shop" laboratory policy was implemented. Students were permitted to come to the laboratory at their convenience, to spend as much or as little time as theyS needed. Upon completion of each experiment each student was examined orally. This plus the individual help during the experiment served to offset any impersonal impression or sense of remoteness that might be associated with the tape recorder.

If one of the instructional objectives is to develop skills, audio-tutorial model is particularly valuable according to Lindenlaub. Effective teaching

takes place if one can activate the senses of sight, touch, and hearing simultaneously. By using audio the teacher can describe the function of a control knob on a piece of electronic test equipment and simultaneously instruct the student how to properly manipulate it to produce desirable results. This immediately illustrates the operation of the control knob and avoids the tedious reference to written instructions.

F.   The Procedure of Teaching Writing

Lindenlaub (12) suggests a four step procedure for the preparation of audio-tutorial materials.

a.   List the objectives of the unit of instruction

Answers are needed to such questions as: What do you expect the students to accomplish? What level of achievement do you expect? What do you expect the student to be able to do after completing the lesson? The objectives must be expressed in behavioral terms.

b.   The points to be taught sould be put in logical order and studied as to be best way to teach them.

Material to be used in conjunction with the tape recorded lecture should be prepared prior to the act of recording the lecture.

c.   Make a rough draft tape.

This can be accomplished in any one of several ways — use a written outline, make the tape while actually talking to a student, or perhaps prepare a written script. Lindenlaub found that the third alternative

resulted in the smoothest tape, but it was expensive in terms of the amount of ime required.

d. Finalize all the materials that the students are to have in hand before they start a lesson. A set of notes which includes an outline or a flow chart of the lesson should accompany the tape to enable students to get a quick overview. The notes should also include an estimate of the time required to complete the lesson in order that the student can plan his activities and his study schedule. The notes used in conjunction with the body of the tape recorded lecture should contain figures, formulas, block diagrams, etc. Neither the tape recorded lecture nor the notes should be complete in themselves, rather they should complement one another.

One type of individualized instruction is audio-tutorial instruction. Audio-tutorial methods of instruction are currently being employed in many fields in wide variety of subject.

Pullias describes the characteristics of effective teachers and effective teaching, and he make the observation that the teacher must perfom four basic, closely related tasks in his role in the education process. First, the teacher must define his objectives with great care. He must know precisely what he expect the student to learn and what levels of achievement he expect the students to attain. The objectives should be clear to the teacher and also to the student. They should be adjusted to the student's ability level, his background and naturity, and they should be reasonably attainable.

Second, the teacher must assure that the student engagas in activities that will produce learning and thereby achieve the objectives. Third, the teacher must impart life and imagination to the materials which are the means of learning. He should employ imagination in the process and relate the learning to the needs and interests of the student. Fourth, the teachers must evaluate the student's progress in learning and help the student develop the habit of self-evaluation.

The inception of the audio-tutorial approach as currently used at Purdue University was in 1961. In order to provide for individual differences within the class, Postlethwait began by putting supplemental lectures on tape for use by the slower students at their convenience. The system developed from a series of taped lectures, to a set of integrated experiences, including lectures, demonstrations, set-ups, doing experiments, watching movies, and other appropriate activities helpful in understanding the subject matter.

CHAPTER III

RESEARCH METHOD

A. **Research Design**

The type of the research that is conducted by the researcher is descriptive qualitative research. Descriptive qualitative method is also called naturalistic inquiry, (Sugiyono, 2014: p 8) because it studies a phenomenon in the natural way. This research paradigm is chosen because it is desired to make an interpretative and natural understanding about the subject of the study.

According to Burns (2010: 2) action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflectie ractice' and the teacher as researcher' urtherore Elliot in Burns (2010: 5) defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tried to get the way to improve the quality of the activities.

Qualitative research involves the studies use and collection of a variety of empirical material, personal experience, life story, interview, historical, international and visual that describes routine and problematic moments and meaning in individual's lives. In discussing best practice, Heighm and Crocker (2009: p. 70) identified in descriptive research, the researcher presents a detailed, contextualized picture of a particular case or phenomenon. The research purpose is simply to gain a deep understanding

of the case or phenomenon itself, not to generalize this case to other cases or contexts. Thus, the researcher does the descriptive directly to the subjects.

In addition, this study is mean to describe the teaching writing method used audio-tutorial media in teaching writing at English education study program. In this case type of research used is descriptive. This would help the reader to understand what is happening in the environment during the interview, such as what the participants view and what activities which occur in the research location (Emzir, 2008 : p 174).

Burns (2010: p 2) states that action research is used to know the increasing of learning process by applying some teaching technique. Action research is done to see whether teaching techniques are effective to use for students in learning English or not. Furthermore, Wallen and Fraenkel state that action research is conducted by one or more individuals or groups for the problem or obtaining information in order to inform local practice.4 Its mean that, action reseach is used to know how far the technique in teaching and learning process in class effects to the students.

The conclusion the research is a descriptive qualitative method research. This research is qualitative since the data are in from of word. Meanwhile, the research is a descriptive one since the researcher used descriptive method. This is caused the researcher wants to describe about teaching writing in English education study program.

B. Population and Sample

1. **Population**

Population is the whole subject of research. In the research population of this research is writing lecturer of English Education Study Program of IAIN Palangka Raya of the 2019/2020 academic year.

2. **Sample**

Sample is taking of part population using certain procedure. So, that can be expected to represent its population. In this connection, Arikunto states that sample is a part of research population. Sample in this research are writing lecturer of English Education Study Program of IAIN Palangka Raya of the 2019/2020 academic year.

C. Data Source

The main source of the data in qualitative research is word and the actions, and other things are as the additional data like documents and many others. The main source of the data is taken from the resource through the direct observation and it can be words and the actions during observation.

There are two sources of main data:

1. Event

The observing events which were conducted in this research are the English learning process at English Education Study Program of IAIN Palangka Raya on the fourth semester of the 2019/2020 academic year.

2. Informant

The informants in descriptive qualitative research are often called as a respondent, which means people who give the information for the research. The informant of this research is writing lecture of the English Education Study Program of IAIN Palangka Raya on the fourth semester of the 2019/2020 academic year.

D. Research Instrument

To collect the research data, based on the aim of the study, the researcher applied to use three research instruments, namely: observation, interview and document.

1. Interview

Interview has been done to the respondents orally to gain detailed information. Sutopo (2002: p 59) said that interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it is done by using the unstructured formally things in order to get the views of the subject observed about many things that bring advantages for gaining the detailed information. The researcher interview is done through.

This technique was used by researcher to find out what facilities which received by student, knowing student in writing, what are the

obstacles encountered in the learning process, and what methods are used in the teaching learning process.

2.   Documentation

Documentation is a process of getting information from printed or recorded materials related to the research topic. Sutopo (2002: p 69) says that written document are sources of research, which often have important role in qualitative research. Thus, the document is used in research because of some reasons: document is a source of research, which is stable, rich and supported; it is evidence to tasting and it has natural characteristic, so it is appropriate to qualitative research.

E.   **Data Analysis**

In qualitative research, techniques of analyzing the data were used in order to synthesize the data collecting from various sources into a coherent description of what the researcher had been observed and discovered. Regarding with this research, the researcher used data analysis .In this system, the researcher always moves among three analysis component during the data collection.

F.   **Technique of Data Analyzing**

After collecting the data, the next step of this research was analyzing the data. The data were analyzed by qualitative data.

Qualitative research focused on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants.

The qualitative approach includes a number of different methods, such as focused interviews, and historical studies. The analysis qualitative data is used to measure data from interview. Analysing the data related to the students' writing skill.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discusses the research findings and discussion. The research findings consist of the description of the data found. The research findings will be discussed by presenting the data from interview. This chapter will describe about the use of audio-tutorial model in teaching writing at English education study program.

A. Research Finding

Based on the result of an interview to the subject of the study, the researcher presents the finding of the use of audio-tutorial model in teaching writing at English education study program. The purpose of research finding is to describe or answer the research problem in first chapter. In general, this research described the use of audio tutorial model, especially in the steps that teacher used in teaching. In specific problems, this research described the teacher's role in teaching by audio-tutorial, the strategies that the teacher used also the supporting factors in teaching writing at English education study program.

1. The Method of Teaching Writing

Basically, the teacher is an educator. Educators, with all their capabilities, have to be able to change the psyche and mindset of their students from not knowing to knowing. One of the things that must be done by the teacher is to teach in the classroom. One of the important activities

in the classroom is teacher's performance in the classroom. Teacher's performance is the teacher ability to control the situation in the classroom so can create a fun learning environment. Thus, teachers should implement instructional methods that match the characteristics of the students. Each teacher can use different teaching method, therefore the teacher should be able to apply the various methods students. Each teacher can use different teaching method, therefore the teacher should be able to apply the various methods.

The better teaching method makes the quality of teaching and learning will rise up. An appropriate teaching method would lead the students to have better understanding about material given by the teacher. Finally, it could create and improve the quality of teaching and learning process.

The activity of teaching method used by the teacher in teaching learning process consists of the introduction activity, the main activity, and the closing activity. It can be seen on the teacher methods in teaching learning process of writing class and in the teaching writing the teacher always form pairs/groups.

The teacher used task, based language teaching method for helped the students in writing skill. The material can be shown on the appendices.

1) Opening

The researcher interview teaching learning process, then the teacher open the lesson with *said "assalammualaikum wr.wb , good morning*

and how are you today" followed by asking the students conditional. Finishing greeting the teacher give motivation to the students about the material today.

2) Main Activity

    a) Observing

        In step observing (introducing the topic), the teacher explained the material with the audio-tutorial media and step by step method. The teacher asks the students to observing the audio and instruction for example *"Come in Please!, listen carefully!"* etc.

    b) Questioning

        In step questioning (introducing the task), the teacher asks to the students about the material today, based on the audio such as the meaning, example of instruction sentences with used imperative.

        Then, the teacher continues the material and after finishing explaining the material about giving and responding instruction, then teacher confirm the students whether understand to the material or not as bellow:

Teacher : any question students?

Students : no mom.

        Then, after the students understand, the teacher also explained that for this meeting the students have two obligation. First the students must identify each sentence and the second the

students must be able to arrange sentences and make the instruction sentences into a description paragraph.

c) Collecting

Information In collecting information (the cycle task; task), the teacher divided the students into pairs, and then the teacher distributes worksheet to students. The teacher also give explanation about the audio.

d) Associating

In associating (planning, report), in here the teacher give a time 10-20 minutes for the students written in worksheet. The activity the students arrange instruction sentence and make a description paragraph, but the teacher also explain again about generic structure, after finished the teacher give instruction to the students to exchange their task then students asked to correct grammartical eror.

e) Communication

In communication (language focus: analysis, practice) in analysis, the teacher with the students did corrections based on what they write. In Practice, after did evaluation the teacher explained how to write description paragraph by paying attention the grammartically and the teacher did reflection on how the students performed in the task.

3) Closing

Before the teacher left the class, the teacher gave a summary about the material today, and she also told the next material is giving invitation and then she also gave reflection for students to learn more about grammartically. After this she closed the meeting by saying hamdalah together with the students. Then, she left the class and say *wassalamu'alaikum Wr.Wb.* then the student answer *wa'alaikumsalam Wr. Wb.*

According willis in Fauziati (2009: p 157) that stage in implementing task base teaching in a classroom which they are the pre-task stage, the task cycle and the language focus. In the pre-task, introduction the topic and the task, English teacher explore student mindset about topic what learn this day. Here, the English teacher gave example to the students and asks students to arrange instruction sentences and make a paragraph based on giving instruction sentence with used generic structure of descriptive text. It has purpose so that the students understand about the topic. In the task cycle can be broken down into three stages: task in which the students did the task: planning, prepare written and report; report the students submit their task to the teacher. In language focus, analysis, English teacher did evaluation, she did correction about grammatical structure (simple present tense) in the students' worksheet and practices, the teacher did reflection on how the students performed in the task.

2. **The problems faced by the English teacher and solutions in teaching writing at English education study program**

a. Based on the interview that had been done by the researcher, there are problem that happened during the process of the teaching writing at English study program.

Teacher said:

> *"untuk problematika kami sebagai pengajar dalam mengaplikasikan sebuah metode, kemudian dalam pengelolan kelas itu juga penting, Kedua yaitu kalau dalam writing skill, ya itu tadi menulis kan beda dengan yang saya katakan tadi beda dengan speaking atau reading, jadi jujur saja anak anak itu sebelum membuat paragraf mereka harus dijelaskan terlebih dahulu"*

First problem that English lecturer want students understood the material to make a paragraph. English teacher must explain the material, and classroom management very influential in the implementation a method.

> *"masalah terakhir itu siswa, kadang-kadang mereka belum paham mengetahui penggunaan kata kerja dan tentu saja penguasaan vocabulrynya rendah. Biasanya itu menghambat mereka untuk mengembangkan ide-idenya".*

The problems came from the student sides. Students lack of vocabulary, did not know how to use the appropriate verb in sentences.

b. Solutions

> *"ya metodenya paling tidak kita mengenalkan dulu genrenya dengan media audio, jadi anak-anak imajinasinya terbantu. Kalau*

tidak ada medianya itu sulit bagi mereka tetapi tergantung kecerdasan anak. Kemudian kita ajarkan secara pelan-pelan, nanti dibentuk kelompok kemudian ada lembar kerja, kemudian anak-anak mengidentifikasi lalu menuliskannya. Dan kami sebagai guru berharap diberi pelatihan dalam pengaplikasian sebuah metode."

From the statement's English teacher, it can be concluded that solution for those problems were used media or audio to help the students understand about material and it can increase vocabulary. Besides this, English Teacher gave task to drill the students' vocabulary and students can understand about how to use appropriate verb in the sentences and how to make a good paragraph. The task model was made a paragraph, after they understood then they wrote on the worksheet. Besides, the teacher taught step by step as carefully as possible so that the students can understand about lesson, especially in writing skill. The teacher hopes to given training in the use of a method in teaching learning process.

B. Discussion

In this section the researcher tries to discuss the research findings. The discussion focuses on the finding of the teacher's role, the strategies used by teacher and the supporting and obstructing factors in the use of audio-tutorial model in teaching at English education study program.

1. **The method used by English teacher to teach writing at English education study program**

According to Willis (in Fauziati 2009:157) that stages in implementing task base teaching in a classroom which they are the pre-task stage, the cycle and language focus. In the pre-task, the English teacher explored student's mindset about topic what they learn.

The English teacher gave the meaning and example to the students about the material. It has purpose so that the students understand about the topic. The cycle can be broken down into three stages: task in which the students did the task; planning, prepare written report; report when the students submit their task to the teacher. In language focus English teacher evaluation, she did reflection on how the students performed in the task.

2. **The problems faced by the English teacher and the solution in teaching writing at English education study program**

The According to Depdiknas 2005 (in Rohmadi, 2013:12) teaching problems relate to internal and external condition. Internal condition includes teacher, material, interaction pattern, media and technology, learning situation, and system where as external condition includes environment where teaching and learning process occur.

Based on the theory above, the researcher inclined with the internal condition. The problem in teaching writing at English education study program, first problem that English teacher wants students understood about grammatical structure in writing skill, then for a method the teacher

hopes to be given training in the use of a method in the teaching learning process.

Second problem, came from the student's sides. Students lack vocabulary, did not know how to use the appropriate verb in the sentences. Based on the theory related to problem faced by the teacher and students, it can be concluded that the problem faced by the teacher are the teacher have insufficient time and the students lack vocabulary. The problem in writing is linguistics problem because of the grammar and the structure in using English.

Solution for this problem, when teaching learning process especially in writing. Before the teacher gave task, usually the English teacher form a pairs and model of the tasks were make a paragraph. Besides, the teacher taught step by step as carefully as possible so that the students can understand about the lesson. When teaching learning process, the teacher used mix language, English-Indonesia so that the students know and understand about the lesson. Then for a method in here, the teacher hopes to be given training in the use of a method in the teaching learning process.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

The researcher concerns several points from finding research and discussion about "THE USE OF AUDIO-TUTORIAL IN TEACHIN WRITING AT ENGLISH EDUCATION STUDY PROGRAM". The researcher can be concluded as follows:

A. Conclusion

Based in the result of the research, the researcher can be concluded that as follow:

1. The method used by English teacher to teach writing at English education study program

The teacher did on the interview were all in line to framework of Task Based Language Teaching. In second problem, the procedure in implementing task base language teaching in classroom, which they are the pre-task stage, the task cycle and the languages focus, but in cooperative learning essentially involves students' learning form each other in groups/pairs.

2. The problems faced by the English teacher and the solution in teaching writing at English education study program

a. The Problem

1) The teacher has insufficient time to prepare all the instructional especially in applying a method and the teacher knowledge about the methods is still limited.

2) students were lack of vocabulary and did not know how to make a good paragraph and did not know to use the appropriate verb in the sentences.

b. The solutions

The teacher gave tasks to increase the student vocabulary, model of task was arranged a sentence to become a paragraph. Besides, the teacher taught step by step as carefully as possible so that the students can be understand about the lesson. The teacher hopes to be given training in the use of a method in the teaching learning process.

B. Implication

This research is important because writing is one of the skills that be knows by the students especially for academic purpose. Besides, writing also important for occupational purpose, for make letter, agreement and so on. Writing is very important, for academic and occupational purpose. Method in teaching learning is used to stimulate the purpose of the study. The Purpose of the learning can goal with appropriate method in learning process, and succesful lessons depend on use of teaching method.

Therefore, this research can be used for the teacher to teach well using appropriate method to teach writing. The understanding of writing skill can bring many benefits for people who need it for academic and/or occupational purpose.

C. Suggestion

Based on the result of the research and the conclusion from the use audio-tutorial in teaching writing at English education study program are:

1. Suggestion for the teacher This research can be a reference for the teacher to teach writing skill. Besides, it can be an evaluation for the teacher. The teacher will be able to know how to teach well using appropriate method to teach writing skill. The best and appropriate method will be reach the best result and success to understand about writing skill.

2. Suggestion for the students

   a. The students have to increase their vocabulary.

   b. The students should be discipline and more diligent to practice English in their daily activities

3. Suggestion for another researcher

   a. The researcher hopes this research will guide the other researchers as the references to conduct research about the method of teaching writing.

   b. The research created a new research using the same method for a different subject.

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