

**LECTURERS' ATTITUDE TOWARD WRITING AND
TEACHING WRITING STRATEGIES IN RELATION
TO WRITING ATTITUDE OF THE SIXTH
SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM OF FKIP SRIWIJAYA
UNIVERSITY**

THESIS

by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2018

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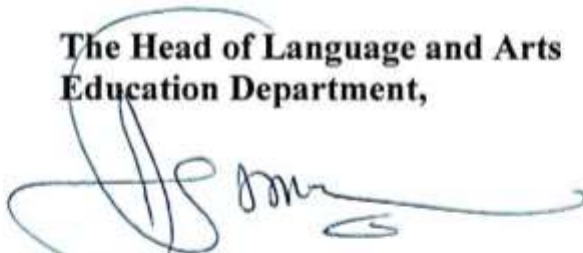
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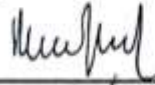

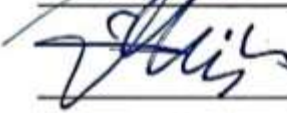
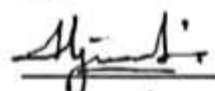

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certify that thesis entitled "Lecturers' Attitude and Teaching Writing Strategies in Relation to Writing Attitude of the Sixth Semester Students of English Education Study Program of FKIP Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I was found to have plagiarized this work.

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THESIS DEDICATION

I wholeheartedly dedicated this thesis to

My dearest mother,

sibling and relatives.

My two greatest advisors; Ibu Dr. Rita Inderawati, M.Pd. and

Ibu Erlina, S.Pd., M.Pd., M.Ed.

The one who comes and goes; had taught me lessons of life, and

C O N C E R T O.

“Allah tak janji yang belajar 24 jam jadi pandai.

Allah tak janji yang kerja siang dan malam jadi kaya.

Allah cuma janji; siapa sholat, ia berjaya.”

ACKNOWLEDGEMENTS

Alhamdulillah.

All praises are addressed to the One whom the writer can always shoulder on to, Allah SWT, for the blessings that are always with her so that this thesis could be completed as one of the requirements to accomplish S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express her deepest gratitude to her two kind-hearted advisors, Ibu Dr. Rita Inderawati, M.Pd. and Ibu Erlina, S.Pd., M.Pd., M.Ed. for the encouragement, advice, guidance, patience, and sincerity during the process of this thesis consultation.

The writer's gratitude was also delivered to the Dean of Faculty of Teacher Training and Education of Sriwijaya University (Prof. Sofendi, M.A., Ph.D.), the Head of Language and Arts Education Department (Dr. Didi Suhendi, M.Hum.), and the Head of English Education Study Program (Hariswan Putera Jaya, S.Pd., M.Pd.) for the assistance in administrative matters. Unforgettably, the greatest gratitude is gifted to all lecturers who have taught the priceless knowledge to the writer during her university life.

Indralaya, July 20, 2018

The Writer,



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ABSTRACT

Writing is the most difficult skill among other three basic language skills. Apparently, most of the sixth semester students of English Education Study Program of FKIP Sriwijaya University already had good achievement toward this skill. The purposes of this study were to find out the attitude toward writing of the sixth semester students and the attitude toward writing and teaching writing strategies of the writing course lecturers of English Education Study Program of FKIP Sriwijaya University. Participants of the study included the sixth semester students of writing course themselves (N=84) and the lecturers of the sixth semester writing course students (N=3). The sample was taken by using purposive sampling test. A descriptive analysis study was applied as the method of the study. Survey in a form of questionnaire was used as data gathering instrument. Data analysis revealed most of the students and all the lecturers had positive attitude toward writing; and all the lecturers had positive attitude on their teaching writing strategies.

Keywords: *Writing, Writing Attitude, Teaching Writing Strategies, Attitude on Teaching Writing Strategies.*

CHAPTER I

INTRODUCTION

This chapter presents (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1. Background of the Study

Writing refers to a process of channeling the writer's thoughts or opinion, knowledge, and/or information into the written form. According to Finocchiaro (1974), writing is one of the language skills used for communicating indirectly. It is a way to communicate by conveying or expressing feeling through the written form (Harmer, 2001). In line with his statement, Harmer (2004) also states that students, through writing, are able to express their ideas, thoughts, and feeling into its written symbols. This activity can be done by working in other skills of listening, speaking, and reading (Nation, 2009). In brief, according to those experts, through writing, the students can easily express themselves by pouring what they think and feel into the form of writing and all at once improving their basic language skills.

In another case, among other basic language skills, writing is the most difficult one for students. Fajri, Inderawati, and Mirizon (2015) emphasize that many students cannot write well because writing skill is the most difficult skill to learn. They found that in their experimental study of the tenth grade students of SMA Negeri 3 Prabumulih, the writing achievement before the treatment was 46.4516. In other words, writing is a difficult skill for the students to be achieved. Furthermore, it is a complex task (Graham, Harris, & Mason, 2005). It is a difficult skill for both native and nonnative speakers since the writers should balance multiple issues, such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics (Hashemian and Heidari, 2013). In addition, it is a complex skill since it encourages thinking and learning, motivates communication, and makes thought available for reflection. In line with that, Hadley (1993) states that English academic writing seems to be the most difficult skill to be mastered by students since it needs to imply the ability of

telling or retelling some information into the written form with the correct grammar and sense covered by with good unity and coherence. Also, Tasykirah, Inderawati, and Ihsan (2016) mention that writing and composing words in the second language are not easy because there are many substances which the students must be able to cover, such as the function of various forms, structures, and punctuation marks which is based on the English standard then using them in communication properly. It can be sum up that writing is a difficult skill to be managed by the students.

The main problem faced by the students about writing is that they do not have knowledge of the writing process and mastery of this basic skill to produce good writing, (Quible & Griffin, 2007). In line with that, a strong proposition by Chalk, Hagan-Burke, & Burke (2005, p. 75), “students lack a basic knowledge about how to approach writing and the writing process as a whole.” Moreover, Joyner, Gibson, Wiley, Leech, Leader, Fiester, Kim, (2015) state that many students have less ability in usage and mechanics and in sentence formation which means they cannot utilize language that invites the readers. Most of them are not good at presenting their ideas in a logical sequence and they do not use specific strategies while doing writing. Thus, the students are lack in the skill of developing a controlling idea and supporting it with elaborated details (Joyner et al., 2015). Eventually, it is difficult for the readers to imagine and sink into the sense they try to convey.

Hairston (1986) also states that most of college teachers are not well-trained to teach writing. They are indoctrinated that to be good teachers of writing, they must: (1) mark all student writings accurately and comment on them substantially; and (2) have one-to-one student talk regularly. They think, *“The more marks on the students' papers, the better the teacher.”* However, Hairston (1986) refers to the serious drawbacks of this approach that not only it is impractical but also damaging a program, its faculty, and graduate students. More importantly, it simply does not result in student writing improvement. Students, after their writing have been marked and been returned, (1) will “react to a mass of negative comments by refusing to read it.” (p. 121).; (2) most

of them do not know how to work on their teacher' comments to revise their writing; (3) assume their writing has been completed and they are not interested in working on it again since knowing that their writing have been turned and graded; (4) are confused of mixed signals on their writing; and (5) think that teachers do not care what they say and consider teaching writing as a great burden and thankless task.

While, Huy (2015) explains that if students have good capability in writing, they will get many advantages: (1) easily developing the ability of using vocabulary and grammar and increasing the use of the language; (2) helping in speaking and reading texts more effectively since writing is an important instrument in supporting other skills; and (3) easier understanding modern information technology and gaining knowledge. Furthermore, mastering writing skill for the students can help them finding job, making their own money since having other expertise beside their majority, and of course will facilitate them in writing thesis to finish their college. With those advantages of having good competence of writing, this substantial skill can no longer be left behind.

In Sriwijaya University, mainly in English Study Program, writing is the basic course which must be taken by every student without leaving behind other basic skills. This is in line with Mohammad and Hazarika (2016) that all the skills have equal importance in a language, but writing has more in academic discipline because it is one of the most crucial instruments to examine students' performance in their respective fields of study. The writing course, in Sriwijaya University English Study Program, is taught in four semesters successively: Writing I, Writing II, Writing III, and Writing IV. Dealing with the subjects of the study, the writer focuses on the sixth-semester students of English Study Program of Sriwijaya University who have taken Writing I, Writing II, Writing III, and are taking Writing IV course and the lecturers of English Study Program of Sriwijaya University who are teaching the semester-six students writing course.

The result found on Sriwijaya University Academic System showed that out of 84 students of the sixth-semester of English Study Program of Sriwijaya University who had taken the last writing course, Writing III, shows that 56

students or 66.66% of them got A, 26 students or 30.95% got B, and 1 student or 1.19% got C, and 1 student or 1.19% got E. It can be concluded that most of the students have good writing achievement. In other words, the lecturers of writing have met the objective of the teaching and learning process.

One of the factors which influence students' good achievement is the teaching and learning process done by the lecturers (Sanders & Horn, 1998). It all cannot be separated from the lecturers' attitude toward the course and the teaching strategies chosen, and, of course, students' attitudes toward writing themselves.

In the teaching and learning process, lecturers' attitude toward writing plays a prominent role. Graham, Berninger, and Fan (2007) define writing attitude as an effective regulation that causes the author to feel happy or unhappy during the writing activity. In other words, if the person is happy for writing, it means that she has positive attitude and vice versa. When the lecturers' attitude toward writing is good or positive, then they will consider writing as an important skill and course. Therefore, they will apply the best strategies to teach this course and this also will help the students improve their writing achievement.

In the process of schooling, lecturers play an important role in making learning happen. In accordance, Islam (2017) states that lecturers have a major effect in the way of students learn. In corresponding to the major effect of lecturers to students, Khan (2015) states that lecturers' decision of adopting methods and strategies in order to build effective learning atmosphere is very necessary. In choosing the proper strategies to apply, Sopin (2015) claims that the lecturers' choice probably will in turn build the formation of students' belief. The term of methods or strategies themselves refers to means or ways used to reach a goal or to make something done easier. Basically, the application of the strategies aims to students can easily adopt the knowledge and information taught and learned in the process teaching and learning. Hornby defines (2010, p.1475), "strategy is a plan that is intended to achieve a particular purpose." Based on this definition, it is implied that if the particular purpose is achieved, it means that the strategy fits to the subject applied. The same as the strategies applied to teach Writing III on the sixth-semester students of English Education Study Program of

Sriwijaya University which produced a good result. It showed that the lecturers have applied suitable strategies to the students.

Another thing which plays important role in the process of teaching and learning is students' attitude (Bertolini, Stremmel, & Thorngren, 2012). When learning, students perform habits that ease their process of learning, (Khan, 2015). This is related to the students' attitudes. The term of attitude(s) implies feeling or emotion about a fact or situation (Merriam-Webster, 2018). It is more like the way of someone acts over something. This attitude can be positive or negative. In other words, it might be good or bad. Dauda, Jambo, and Umar (2016), "a person's attitude to an idea or object determines what the person thinks, feels and how the person would like to behave towards that idea or object." It means that the attitudes of students in the process of teaching and learning influence the result of learning in a certain way. In other words, Dauda, Jambo, and Umar (2016) formulize that the way students perceive a subject decides their success or failure in that subject. Thus, students' attitudes toward information and knowledge taught and they learn about writing influences the final result as Bulut (2017) mentions that one of the factors affecting individual's writing achievement is attitude toward it.

Regarding to the writer's recent study about the relationship between attitudes and writing outcomes, Kotula, Tivnan, and Aguilar (2014) found that there is a consistent relationship between the students' attitudes and writing outcome. It means that the writing outcome is influenced by the students' attitude. The last, a study conducted by Sariçoban and Sarıcaoğlu (2008) shows that there is a significant correlation between strategies used in the teaching and learning process and the students' achievement. In other words, the students' learning outcome is influenced by strategies applied by the teacher.

Based on the explanation above, the researcher was interested in conducting an analyses study entitled as "Lecturers' Attitude and Teaching Writing Strategies in Relation to Writing Attitude of the Sixth Semester Students of English Education Study Program of FKIP Sriwijaya University."

1.2 The Problems of the Study

The problems of the study were formulated in the following questions:

1. What were the students' attitudes toward writing?
2. What were the lecturers' attitudes toward writing?
3. What were the lecturers' attitudes toward their teaching writing strategies?

1.3 The Objectives of the Study

In accordance with the problems above, the writer put forward the objectives of the study to find out:

1. The students' attitudes toward writing.
2. The lecturers' attitudes toward writing.
3. The lecturers' attitudes toward their teaching writing strategies.

1.4 The Significance of the Study

Hopefully, the results of this study could give insight and meaningful contribution to students, lecturers of English, and the writer herself. For students, the results of this study were expected to give some new knowledge related to writing attitude and the strategies of teaching writing used by the lecturers. For lecturers of English, it was expected that the results of this study could explain the students' attitude toward writing and lecturers' own attitude along with the teaching writing strategies they used. Also, may the results could be used to improve the strategies in teaching writing to college students. For future researchers, hopefully, the findings of the results of this study would give profitable descriptions in case conducting similar or even the same topic. For the writer herself, it was hoped that it would enrich her knowledge to be the future teacher of English.

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