

INNOVATIVE TEACHING TECHNIQUES COLLABORATIVELY IMPLEMENTED IN WRITING CLASSES BY PRE-SERVICE

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ABSTRACT

This collaborative research was aimed at exploring teaching strategies used in teaching writing by pre-service teachers who conducted practice teaching junior high schools in Denpasar. The research was done due to the problems faced by the teachers in teaching writing. Some innovative techniques were practiced by pre-service teachers to overcome the problems. The innovative techniques proposed were clustering technique, roundtable technique, think pair share, and mind mapping. It was believed that these techniques would be able to improve the students' ability in writing. After the implementation of the teaching strategies, it was revealed that all techniques offered were able to foster the students' ability in writing. Therefore, the study implies that innovative learning strategies should be implemented in every teaching activity, especially in teaching writing.

Keywords: Clustering, roundtable, mind mapping, fostering

INTRODUCTION

Teaching writing is considered to be a difficult activity for the teacher to carry out in the classroom because it requires a lot of ability to be possessed by the students. Students should be trained to utilize various linguistic aspects to be able to meaningfully express their thoughts in written forms. Despite its difficulty to do, writing skills should be intensively taught to the students because writing activities enable students to express their ideas so that the students' insights develop.

Through writing activities, students find it easier to understand other language aspects, which are considered to be related to writing skills. In the educational curriculum,

learning to write has received the same portion as other materials, listening, speaking, reading, and literature. Writing skill is considered to be related to other skills.

Writing is a complicated skill that is quite complex, consequently, the material previously taught must be thoroughly understood by students as a prerequisite for the upcoming lessons. Therefore, it requires teachers to be knowledgeable in choosing learning models. Choosing the right learning model needs to be strived by the teacher to facilitate the process of forming knowledge in students, but the teacher must also pay attention to whether the learning model used is the implementation of which is effective and efficient. Thus,

the learning process becomes more varied, innovative, and constructive to increase students' learning activity and creativity in learning to write.

Writing is one of the language skills that ought to be instructed for the students as mentioned within the program. As a teacher, it is a requirement for him or her to master writing or kinds of all writing that ought to be instructed to his or her students. Most of everyday life is allotted in business dealing, records, and legal documents, political and agreements are conducted through written form. Oshima and Hogue (2007) state that writing is not just a ballroom dance action, it is in progress inventive activities. The method of writing has roughly four steps. During this step, a topic and concepts are often chosen to write. In the second step, the concepts area unit is organized into an easy definition. The third step is writing a rough draft exploitation outlines as steerage. the ultimate step is termed sprucing, what has been written is polished. In the writing stage, the learners specify their feelings, ideas, or perhaps experiences directly in sure time, place, and state of affairs in systematic and matter written form (Kane, 2000). Their writing ability brings success to their daily involvement in the future like writing emails, invites, memos, advertisements, or announcements.

However, in teaching and learning activities, some issues are still long-faced by the learners in writing like writing grammatically, selecting applicable vocabulary, and developing their concepts. as an

example, in writing a paragraph of a text, it desires the main plan that is developed to be the topic sentence. It is supported by Zemach and Rumisek (2003) state that a paragraph is built by a bunch of sentences consisting of a topic, and sentences of the paragraph show the writer's original concepts (most vital idea) concerning the topic.

The observation showed that most of the students are still long-faced issues in writing skills. what is more, the students felt bored in writing activities as a result of the teaching and learning method was conducted in an exceedingly monotonous means. Therefore, the researchers centered the research on fostering writing talent through some innovative techniques such: clustering technique, roundtable, think pair share, mind mapping that is still under cooperative learning.

RESEARCH METHOD

The study used classroom action research (CAR) as a pursuit research design. Hence, this classroom action research was involved with fostering the students' writing ability consisting of initial reflection (IR) or pre-test and reflection (R) or post-test. Initial reflection (IR) was supposed to assess the pre-existing writing ability whereas reflection that was administered at the end of every session was supposed to grasp the action of students in writing once they need been schooled the materials through the chosen techniques. Harmer (2003) states that action research is that the name given to a series of procedures in which teachers will have interaction, either as a result of they want to enhance their teaching or they want to gauge the success and

appropriation of bound activity procedures. This research was divided into 2 cycles where every cycle consisted of 4 major phases, specifically initial reflection, action, observation, and Reflection. Ary et al. (2010) state that the goal of action research is to require action to support the findings of the study.

In this classroom action study, the teaching and learning activities were divided into 2 cycles where every cycle consisted of 2 sessions. every session consisted of 4 interconnected activities, namely: initial reflection, action, observation, and reflection. Before beginning the cycles, initial reflection was done on the topic during which the researchers administered a pre-test to the students' understanding toward the topic of learning. In this study.

The instruments that were used for the present action study in the research were as follows: tests and questionnaires which were distributed to all the subjects in five SMP's in each location determined as the subjects of the researches. The tests were used to measure that students' achievement on the learning action plans being taught such as pre-test and post-test in the first cycle and the second post-tests in the cycle.

Questionnaires were used to collect the additional data required for the present research. It was used to collect information concerning the activities during the teaching-learning process in the classroom. The researchers made questionnaires to know the subjects' responses after they were taught writing skills through the techniques tried out or experiment. The questionnaires were given at the end of the second cycle. The researchers constructed the questionnaires in the form of multiple choices that consisted of 10 items by

choosing A, B, C, and D. The questionnaire was scored using the rating scale of 4-1, A /4= strongly agree, B/3 = agree, C/2 = in doubt, D/1 = disagree.

The data were derived from the result of pre-test and post-tests. The data were used as the basis and measurement to determine whether or not the objectives were achieved by the subjects. In addition, supporting data were derived from the results of the questionnaires. These data were additional data to figure out the subjects' response toward the implementation of the techniques which were experimented.

The results of the achievement tests were analyzed descriptively since they were in the form of raw scores. Mean score and questionnaire analysis formulas were used to analyse the data. The data resulted from the questionnaire given to the subjects were analyzed descriptively as additional data of the study.

RESULTS AND DISCUSSION

writing is a process of expressing thoughts and feelings through written forms. To be effective in writing, it requires the writers to express their ideas in an orderly manner so that their ideas become awakening meanings. Writing is an activity that can speed up the process of conveyance and absorption of information. More clearly, writing is a practical intellectual activity that can be done by anyone and it is very useful to measure how high a person's intellectual capability.

The reality in the field proves that writing activities are still lacking in Indonesian society. This is supported by the results of research which show that writing is the least activity done compared to listening, speaking, and reading. Seeing this condition, it seems that writing activities need special attention so that the Indonesian nation is

no longer known as an alliterative nation but gradually turns into a nation that is familiar with literacy activities, especially writing. It is known that among the four types of language skills (reading, listening, speaking, and writing) it is writing that is the most difficult. The students felt unexcited when the lesson commenced, one of which was writing.

Many reasons arise from having difficulty finding ideas to being confused about where to start writing. This condition is exacerbated by the less varied learning conditions that cause students to lack motivation, do not want to practice, and are lazy to write. For them, learning to write is one of the most difficult and unpleasant activities. One of the weaknesses of our classrooms in our country lies in the method component.

This research used classroom action research as a method to do the present study. The researchers gathered the data by using tests (pre-test and post-test) and questionnaires for the study as the finding in this present study. The data were collected by administering pre-test, post-test, and questionnaire to all classes which had difficulties in writing ability.

The questionnaires were given by the researchers in the last of cycle II to know or find out the students' responses when they were taught writing through innovative techniques as proposed above. To score the students' questionnaires was by using the rating scale 1-4, in which option A-4, B-3, C-2, D-1. The main data of pre-test and post-tests showed the ability of the students' understudy in writing indicate whether there was an improvement or not. The result of the data of all classes that had been investigated could be summarized in general as follows.

A classroom action study was conducted by a preservice teacher in

junior high school of SMPN 3 Sukawati found that after conducting pre-test and post-tests and questionnaires, the implementation of clustering technique in the teaching and learning process could improve the subjects' ability in writing skill.

Another classroom study was conducted by preservice teachers in SMP Wisata. The study consisted of four interconnected activities, they were: planning, action, observation, and reflection. Besides, the present classroom action research was divided into two cycles in which each cycle consisted of two sessions and it was started by doing a pre-cycle at the beginning. Then, it was continued by conducting 2 cycles. The finding of the study concluded that the writing skills of the students can be effectively improved through the roundtable technique.

A study conducted by a preservice teacher in SMP PGRI 6 Denpasar using classroom action research was also found interesting findings. After implementing the learning model and conducting pre-test and post-tests and questionnaires, it was found that the writing skill of the students can be improved through the Think Pair Share technique.

Another study was conducted related to roundtable implementation in SMPN 11 Denpasar. The design of the study was classroom action research. There were two cycles conducted in the present study. It was intended to foster the writing skill of the students through the roundtable technique. The study revealed that students could easily achieve the minimum passing grade. Therefore the finding can be concluded that the writing skill of students of can be improved through the roundtable technique.

Another preservice teacher conducted a study by implementing the Mind Mapping Technique to improve

students' writing skills in SMP Widya Sakti Denpasar. The study used here was classroom action research. There were two cycles conducted in the present study. It was intended to foster the writing skill of students through the mind mapping technique. After the teaching processes were conducted and post-tests were administered, it was found that the Mind Mapping technique was effective enough to improve students' writing skills.

Conclusion

Based on previous findings and discussions, the researchers concluded that the writing skill of students could be improved through the Clustering Technique, Roundtable technique in two schools, Think pair Share and Mind Mapping. Based on the result of the study, the researchers would like to propose some suggestions for the English teachers especially where the research was conducted, and also also for English teachers in other schools. It is highly suggested to apply the techniques of clustering technique, Roundtable, Think Pair Share, Mind Mapping Techniques that have been approved successfully in teaching writing.

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