

**MANAGEMENT OF TEACHING WRITING USING WORD PROCESSOR COMPUTER-
BASED PROGRAM AT MUHAMMADIYAH UNIVERSITY OF KENDARI**

THESIS

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ENDORSEMENT PAGE

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MANAGEMENT OF TEACHING WRITING USING WORD PROCESSOR COMPUTER-BASED PROGRAM AT MUHAMMADIYAH UNIVERSITY OF KENDARI

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Abstract

The objectives of the research are to describe (1) the planning process of teaching writing using word processor computer-based program at Muhammadiyah University of Kendari, (2) the implementation process of teaching writing using word processor computer-based program at Muhammadiyah University of Kendari, and (3) the evaluation process of teaching writing using word processor computer-based program at Muhammadiyah University of Kendari. This is a qualitative research with case study design. This research is conducted at Muhammadiyah University of Kendari. The informants of the research are Head of English Study Program, lecturers of Writing III Course, and students of English Study Program of UMK. The techniques of data collection are through deep interview, observation, and documentation. The techniques of data analysis are by reducing the data, displaying the data, and then drawing conclusions. The data validation is conducted through triangulation of the data. The results of the research show that (1) the planning of teaching writing using word processor computer-based program starts from the arrangement of course outline by the writing course coordinator before the lecturer follows it up with the preparation of infrastructures to conduct the learning. However, the lecturer does not provide the teaching's equipment in RPP that makes the planning of teaching writing III in class C word processor computer-based program is no ideal; (2) Implementation of teaching writing using word processor computer-based program consists of three phases namely opening, core, and close activities, where the techniques of exploration, elaboration, and confirmation have been run very well by the lecturer; and (3) Evaluation conducted by the lecturer in teaching writing using word processor computer-based program is conducted stage by stage for both test and non-test during the class, weekly assignments, and the result of mid and final test. Evaluation has been transparent and fair.

Key words: *Class Management, Teaching Writing, and Word Processor.*

A. Background

Muhammadiyah University of Kendari (UMK) was established in 2001. It is the biggest among 36 private universities in South-East Sulawesi. It is located in the

heart of town, in Jl. KH. Ahmad Dahlan No. 10, which can be accessed by 24 hours public transportation. Even though it can be considered as new higher educational institution, UMK has undergone very positive development, considering the increasing number of students, lecturers, staffs and the expansion of its infrastructures.

UMK offers a full range of courses to undergraduate program within 8 faculties and 11 study programs, and one master program. To accommodate and support teaching and learning process, academic environment, and university development as well, several departments and learning facilities have been established. They comprise of five institutions (Quality Assurance, Research and Development Center, Community Service, Information & technology (IT), Center, and UMK Press) and others facilities such as University Library and Computer Lab. An Internet Service Provider UMKnet, owned and managed by UMK has been settled up to mediate internal communication around university and also to facilitate all academic communities (students, lectures, and staffs) to access the information around the world.

In the second decade of UMK's growing, it incessantly improves the infrastructures as well as the quality of human resources development. In this period, UMK especially concentrates on the improvement of students' quality that can be seen not only from the GPA score but also from the quality of students' writing. UMK does realize that writing is a very crucial tool of academic practitioners to represent their quality of thinking. Tarigan (2008, p:12) utters that if people crave to measure the progress and the performance of a country, one tool they can use to measure it is through the quantity and the quality of writers and writings it has. A long with Tarigan, a historian and American Orientalist from Chicago (Brested in Tarigan, 2008. p:12), declares that the invention of writing and its publication have a

most powerful strength to raise the value of human being than all of their other achievements.

Hence, through its policies, writing guidance by the lecturers is considered very crucial in all study programs of UMK especially in Language Teaching Study Program, which is the one and only in UMK, English Study Program. UMK allows all lecturers and students to use all the facilities provided to support the teaching of writing. In order to follow up the university's policy, English Department has put the writing course in four semesters, writing I, II, III, and IV. Methods and models of teaching have been applied by the lecturers to encourage and improve students' quality of writing such as peer correction, portfolio, teacher's feedback, etc.

Yet, the students' writing quality is still far from what has been expected. The indicator of this failure is students' writing score. From some interviews with the writing lecturers and students, it is unveiled that the most common problems faced by the students in writing are the lack of vocabularies, grammatical mistakes, and limited time allocation. Responding this, a lecturer of English Study Program then start to implement new way of teaching, which is bringing the computer technology in the writing class so that the students can compose their writing on computer instead of on paper. It is because computer, in this case its word processor program, offers some beneficial features integrated within it to help students compose their writing, which paper cannot give such as thesaurus, grammar checker, track change, etc.

This breakthrough is inspired by the positive results of researches conducted overseas that show that there is significant improvement on students' writing when they type their writing on word processor than on paper. Moreover, implementing this kind of new approach seems to be much reasonable since in this technology and information era, computer is easier to get, hence almost all students have already had it.

Because this teaching writing approach using word processor is considerably new at English Study Program of UMK, its management will need to be evaluated. For that reason, this research is conducted. The objectives of this research is to describe the management of teaching writing using word processor at Muhammadiyah University of Kendari starting from the planning, the implementation until the evaluation process. The result of the research is expected to be worth information for the lecturer to perfect her teaching in the future.

B. The Research Method

This research is descriptive qualitative with study case approach, because the results of research describe how the teaching of writing using word processor at Muhammadiyah of Kendari is managed by the lecturer. The result of this study will be presented as it is, based on the fact gathered from the field about the management of teaching writing using word processor in Muhammadiyah University of Kendari. This research is conducted through observation, interview and study documents in order to get the accurate data.

The informants of the research are Head of English Study Program, lecturers and students of Writing III Course in English Study Program of UMK. The techniques of data collection are through deep interview, observation, and documentation. The techniques of data analysis are by reducing the data, displaying the data, and then drawing conclusions. The data validation is conducted through triangulation of the data. The data used in this study are from interview, observation, and documentation.

C. Result of the Study

1. Planning of Teaching Writing Using Word Processor Computer-Based Program at Muhammadiyah University of kendari

In English Study Program of UMK, there was no specific curriculum referred neither is the syllabus to teaching writing. The values, knowledge, and skills that must be transferred to the students depend of the students need and university's condition. To select the materials taught in the classroom, the Head of English Study Program asked the coordinator of Writing Course to set up an outline of materials.

Planning of teaching Writing III in Class C in English Study Program of Muhammadiyah University of Kendari (UMK) was arranged in course outline based on the consideration of students' need and internal condition of the university as well as the demand of the society. After the course outline was distributed to the lecturers, the lecturers autonomously determine the teaching sources and compose their own lesson plan, which including the learning goals, learning materials, learning sources, instruments and media, teaching procedures, and evaluation. In terms of documentation and procedures, there are only copies of course outlines and lecturers do not make an official SAP document so it can be concluded that the planning of teaching Writing III in class C is still not ideal.

2. Implementation of Teaching Writing Using Word Processor Computer-Based Program at Muhammadiyah University of kendari

In implementing teaching and learning in the classroom, majority the lecturers divide the time into that three phases. Activities carried out in the pre-teaching activities aim to prepare the students to receive the lesson. Activities that can be done are such as encouragement, recalling, brainstorming, and even setting up the students' seat. Activities conducted by the lecturer of Writing III Course in Class C in the first phase of the learning, such as calling for students' names and setting up the students' seats, showed that before beginning the learning, she totally prepared and

ensured that both students and classroom environment had been one hundred persen ready to accept the lesson. This seat setting up became important in writing class as it enabled the lecturer to walk around in order to give correction while the students were composing their writing.

A large number of students who took the Writing III course and non-proportional size of the class made the lecturer got difficult to arrange the seat into U shape. Therefore, setting up the distance between the seats' line can be said as genius breakthrough of the lecturer. After all, giving feedback on the teaching of writing is very crucial and should be pursued at any cost. This is in accordance with the theory carried by Kulik & Kulik (1998), which states that faster feedback given in the classroom, more powerful the effect toward the students' writing progress. Thus, it can be said that the small thing but can lead to the better of students' writing learning process had been well prepared by the lecturer before moving on to the core section.

In the core activity, the delivery of based competence is conducted by the lecturer. The activities in this core section must be specified in such a way that students can reach based competences defined in the learning objectives. Then, the reflection of that specification can be figured out on three phases of teaching, namely exploration, elaboration, and confirmation as stated by Sudibyo (2007) that in conducting the core activities, the lecturer has to use method that suitable with students' characters as well as teaching materials by doing exploration, elaboration, and confirmation.

The core teaching activities conducted by the lecturer had included those three methods. Exploration she did can be noticed from how she included her students to seek the teaching material from various sources, how she used new approach in teaching writing by utilizing computer technology, and in exploring the features integrated with Word Processor to lift up the students' writing ability.

Meanwhile, elaboration activities is shown from her endeavor to familiarize her students to read the articles as much as possible from a range of sources by giving meaningful tasks, facilitating the students to present their works, and to mediate them to compete with their friends. The last is confirmation that can be seen by the way she helped her students to do their works, the way she gave guidance for the students so that they could evaluate their own writing, and the way she motivated her students to give their best. All of those activities are match with the principals of exploration, elaboration, and confirmation explained by Sudibyo (2007). Hence, it can be sum up that the core activities carried by the lecturer, who handled Writing III course in Class C had been run very well.

The successfulness of a learning activity in the classroom totally depends on class management skill that the lecturer has. Here, management of classroom refers to activities done due to creating and maintaining optimal condition in order to reach desired goals. Excellent lecturer must be capable to identify and to notice all factors that may be potential problem and creatively, must do endeavors to solve those problems, such as time allocation setting, and classroom setting.

As normally found out, the most often problems faced in the writing class is the insufficient time allocation. Both students and lecturer admitted that time is the major problem they have in the writing class. To trick it out, the lecturer then utilized the computer technology, *Word Processor*, which enabled students to write quickly and to minimize their mistakes by utilizing features integrated in word processor such as thesaurus and grammar checker. Besides, short reading given to be paraphrased by the students enabled them to finish their writing on time and enabled the lecturer to provide direct feedback.

The chosen feedback provided to the students that is conference feedback is the genius deed done by the lecturer to manipulate insufficient time allocation. Furthermore, this kind of feedback also answers the demands within writing

classroom such as giving direct feedback and encouraging competition desire of the students to give their best. Moreover, *conference feedback* gave chance to students to be more aware on their mistakes in writing and could directly fix it by themselves. This, of course, simultaneously would reduce the lecturer duty that had to correct students' writing one by one. The marriage between technology and the way the lecturer taught her students is in line with the result of research conducted by Julie M. Wood (2000), which stated that there is more significant positive effect on students' writing, when it were composing on computer that those which were composing on paper because the professional feeling they had when typing on computer.

In the end, a good process of learning in the classroom should be closed excessively. The closing activities done by the lecturer in her class, is appropriate with Sudibyo's suggestion (2007), that in closing the class, the lecturer should conduct these following activities: (1) drawing conclusion, (2) doing reflection of what have been done, (3) giving feedback, and (4) giving assignments and informing the next meeting topic.

3. Evaluation of Teaching Writing Using Word Processor Computer-Based Program at Muhammadiyah University of kendari

In conducting evaluation related to the students' achievements, it is clear that the lecturer had conducted it continuously, from the beginning until the end of the semester. This is reflected from the assessment of weekly assignments, students' attitude and performances in the classroom, and also the result of their mid and final examination test. One interesting point to discuss is the transparent principal belief by the lecturer of Writing III Course in Class C in evaluating and giving score to her students. The result of the research, which is from lecturer's and students' statements show that she had been transparent in giving score. All assessment criteria (the quality of writing, attendance, attitude, and assignments) had been

informed to the students, thus students had had the clarity of what would be assessed by the lecturer. This affected their attitude as the theory had said that the clarity of instrument will affect the attitude of those, who are being assessed. They became more aware of the components being assessed and gave their best on it.

The announcement of students' tentative score frequently and openly in front of the class, such as telling the students about their weekly assignments' score, warning them when their assignments are not sufficient, showed the real transparency of evaluation and scoring system. By implementing this kind of transparent evaluation system, possible conflict for example, students' dissatisfaction toward their result could be reduced. This was because the students were always told where their position was, whether safe or not. Hence, students, who consider their position was still not safe, would try to improve their achievement in order to gain higher score so that they could be in safe position, meanwhile those who were already safe, would be proud of their selves as what they had done were praised by the lecturer. This transparency of evaluation is highly recommended for all lecturers, considering the number of students, who complain about their score in the end of semester, is still high.

Referring to the theory described by Hedley (2001), Cox (193), and Hyland (2002) regarding the types of evaluation, as discussed in Chapter II, it can be concluded that in conducting evaluation on the students' writing development, the lecturer implements "Primary Trait Scoring" evaluation type, which emphasizes focus of assessment on the context and textual structure. This type of evaluation as it should be used to write a topic like "paraphrasing", "summarizing", and "synthesizing" because the main points to be assessed is how deep students' understanding the message of the text. Indeed, in its implementation, other aspects such as grammar and sentence structure remains the assessment consideration, but large-scale scoring focuses on the context and diction used by students.

From the description above, it can be concluded that the system of evaluation and assessment conducted by the lecturer of Writing III subjects at grade C in English Study Program of UMK had been running very well. The absence of student complaints and objections at the end of the semester indicates that the assessment has been conducted in a fair and transparent evaluation. It is also a symbol of student satisfaction in the application of learning innovation brought by the lecturer in the classroom. This situation supports the results of research conducted by Charlene A. Van Leeuwen and Martha A. Gabriel (2007) which says that the response of students towards learning Writing courses involving computers in the classroom is very positive.

4. Model Offered

After viewing, describing, and evaluating teaching writing procedures using Word Processor a computer-based program that has been applied by the lecturer of the Writing III course class C English Study Program of UMK, and after studying the models of teaching Writing from previous researches, the researcher offers model of refined teaching management procedures as shown in the following chart:

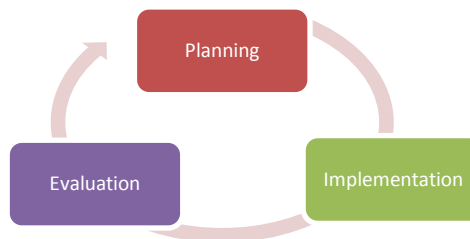


Figure. 1. Model of Management of Teaching Writing Procedure Using Word processor

In the planning phase, the lecturers should ensure that all preparations related to the goals achievements such as teaching equipments (Curriculum, Syllabus, Lesson Plan, Teaching Materials, etc) and supporting infrastructures have been available and documented officially. In the implementation, what have been settled

up in the lesson plan must be transferred in the teaching and learning process in the classroom. Finally, in conducting the evaluation, fair and transparent scoring system should be done by the lecturer. In evaluation phase, it is time for lecturer to make self-reflection of the learning in order to find its strengths and weaknesses so that the next teaching and learning phase can be perfected.

D. Conclusion

A learning management process hierarchically is continuously cycle of three major process, namely planning, implementation, and evaluation. The quality of those three pillars strongly affects the quality of learning itself. Those three things are an inseparable intact cycle, in which the planning is determined by evaluation that have been done in the previous learning, evaluation is done by utilizing all findings in the process of learning implementation, and the implementation is the translation of the planning.

Based on the result of the research previously explained, it can be sum up that if the planning of teaching of Writing due to teaching equipments, for example lesson plan, was nor arranged and prepared in detail and systematically with specific and clear steps, the procedures of teaching in the implementation section in the classroom would not be good; and if the preparation related to the supporting infrastructures had been carefully considered, and full support had been given by university, the lecturer would be easier to conduct teaching in the classroom.

Moreover, if implementation process of teaching writing was carried out based on the lesson plan, if lecturer had good management skill, and if the technology could be utilized maximally in the learning process in the classroom, the learning of writing would be effective and efficient; and finally, if evaluation of teaching of writing was performed accordingly based on the right evaluation criteria and instruments, and if the evaluation and scoring were fairly and transparently

conducted, the result of evaluation of writing teaching and learning process could be used as valid measurement of students' achievement objectively.

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