

**THE APPROACHES THE LECTURERS USE IN TEACHING ENGLISH  
BASIC WRITING  
(A CASE STUDY AT UIN AR-RANIRY BANDA ACEH)**

**THESIS**

**Submitted by:**

**MARDHATILLAH**  
NIM. 150203025

Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2020 M/1442 H**

**THESIS**

**Submitted to Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh  
in Partial Fulfillment of the Requirements for The Degree  
Bachelor of Education in English Language Teaching**

by:

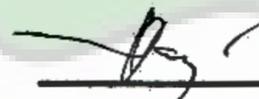
**MARDHATILLAH**  
NIM.150203025

**Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education**

Approved by:

Main Supervisor,

Co-Supervisor,



---

Dr. Luthfi Aunie, M.A

---

Dr. Jarjani Usman, S. Ag, S.S, M.Sc,MS

Date: 11/08/2020

Date: 10/08/2020

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 26 August 2020  
7 Muharram, 1442 H

In Darussalam, Banda Aceh

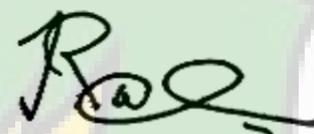
Board of Examiners,

Chairperson,



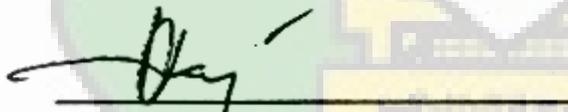
Dr. Luthfi Aunice, M.A.

Secretary,



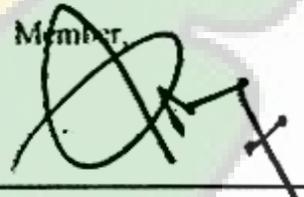
Rahima Nurviani, M.Ed.

Member,



Dr. Jarjani Usman, S.Ag., S.S., M.Sc., MS.

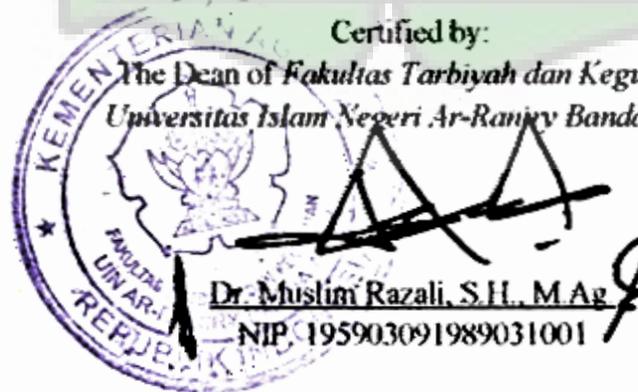
Member,



Drs. Ayyub AR, M. Ag.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



Dr. Muslimi Razali, S.H., M.Ag.  
NIP. 195903091989031001

**SURAT PERNYATAAN KEASLIAN**  
*(Declaration Of Originality)*

Saya yang bertandatangan di bawah ini:

Nama : Mardhatillah  
NIM : 150203025  
Tempat/tanggal lahir : Banda Aceh, 20 Mei 1997  
Alamat : Jl. Balai Desa, Ateuk Munjeng

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Approaches The Lecturers Use In Teaching English Basic Writing**  
**(A Case Study At UIN Ar-Raniry Banda Aceh)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, August 12<sup>th</sup> 2020

Saya yang membuat surat pernyataan,

  
  
Mardhatillah

## ACKNOWLEDGEMENT



First of all, I would like thanks to Allah, The Most Powerful, for giving the blessing, health, chance and ability to me. Peace and salutation are also addressed to Prophet Muhammad *shallallahu 'alaihiwasallam* and his companions who has strived in delivering Islam to this world and guided followers to the right path of life.

Then, I would like to express my sincere gratitude to my supervisors Mr. Dr. Luthfi Aunie, M.A, and Mr. Dr. Jarjani Usman, S.Ag., S.S., M.Sc., MS who have given the advice, suggestions, motivations, and feedbacks which are very helpful in finishing my thesis.

My greatest thanks to my beloved parents, Mr. Bakhtiar and Mrs. Nurhafni who have tireless efforts and struggles in dedicating and sacrificing for my education and all aspects of my life. They are the real heroes in the world. Furthermore, I would also like to express thanks to my sister, Raudhatul Jannah S.Psi, and also my brother Samsuar S.Pd, M. Al Kautsar, and M. Haikal who always be my supported system and be a good listener in all aspects in my life. I am so happy to be a part of this family.

Furthermore, my deepest appreciation is to all my beloved friends who always support me in every situation. Thank you for Kak Rahmi, Muli, Rianti , Novi, and Nufit who always give me a lot of advice and motivaton. Then, thank you for Ahla, Misna, and Hefi who always be my best partner in traveling.

I realize there are a lot of mistakes may be found in this thesis. Moreover, the suggestions are always needed for improvement. I hope this final project will be beneficial for further researcher.

Banda Aceh, July 7<sup>th</sup>, 2020  
The Researcher,

Mardhatillah



## ABSTRACT

Name : Mardhatillah  
NIM : 150203025  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis Working Title : The Approaches The Lecturers Use In Teaching English Basic Writing (A Case Study At UIN Ar-Raniry Banda Aceh)  
Main Supervisor : Dr. Luthfi Aunie, M.A  
Co-Supervisor : Dr. Jarjani Usman, S. Ag, S.S, M.Sc, MS  
Keyword : Basic writing; teaching approaches; product approach; process approach; challenges

The purpose of this study was to investigate the approaches that English lecturers in Department of English Language Education Faculty of Education and Teacher Training, UIN Ar Raniry use in teaching Basic Writing course and the challenges that they face in the classroom. Four English Basic Writing lecturers participated in this study. The data was collected by using interview and analyzed it by using thematic analysis technique. The results showed that the process oriented teaching of writing was dominated used in teaching Basic Writing. Their main reason was it is effective for teaching Basic Writing. Furthermore, the lecturers faced some challenges in teaching English Basic Writing class such as students' lack of English grammar, students' need, students' motivation, different level of student, and limited time.

## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURE.....</b>	<b>xi</b>
<b>LIST OF APPENDICES.....</b>	<b>xii</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
A. Backgrounds of Study .....	1
B. Research Questions.....	1
C. Research Aims .....	4
D. Significance of the Study.....	4
E. Terminologies.....	4
<b>CHAPTER II : LITERATURE REVIEW .....</b>	<b>5</b>
A. Writing .....	5
1. Nature of Writing .....	5
B. Basic Writing .....	6
1. Definition of Basic Writing.....	6
2. The History of Basic Writing.....	6
3. Paragraph as Basic Level .....	7
C. Approaches in Teaching Writing .....	9
1. Kind of Writing Approaches.....	10
2. The Advantages and Disadvantages of Process and Product Writing .....	14
3. The Efficacy of The Approaches in Writing.....	15
D. Lecturers' Challenges in Teaching Writing .....	16
<b>CHAPTER III : RESEARCH METHODOLOGY .....</b>	<b>20</b>
A. Research Design .....	20
B. Research Setting .....	20
1. Time .....	20
2. Location .....	21
C. Data Collection.....	21
1. Interview .....	21
D. The Procedure of Interview .....	22
E. Data Analysis.....	22

<b>CHAPTER IV : FINDINGS AND DISCUSSION.....</b>	<b>24</b>
A. Findings .....	24
B. Discussion.....	35
<b>CHAPTER V : CONCLUSION AND RECOMMENDATIONS .....</b>	<b>38</b>
A. Conclusion .....	38
B. Recommendations .....	39
<b>REFERENCES.....</b>	<b>40</b>
<b>APPENDICES</b>	



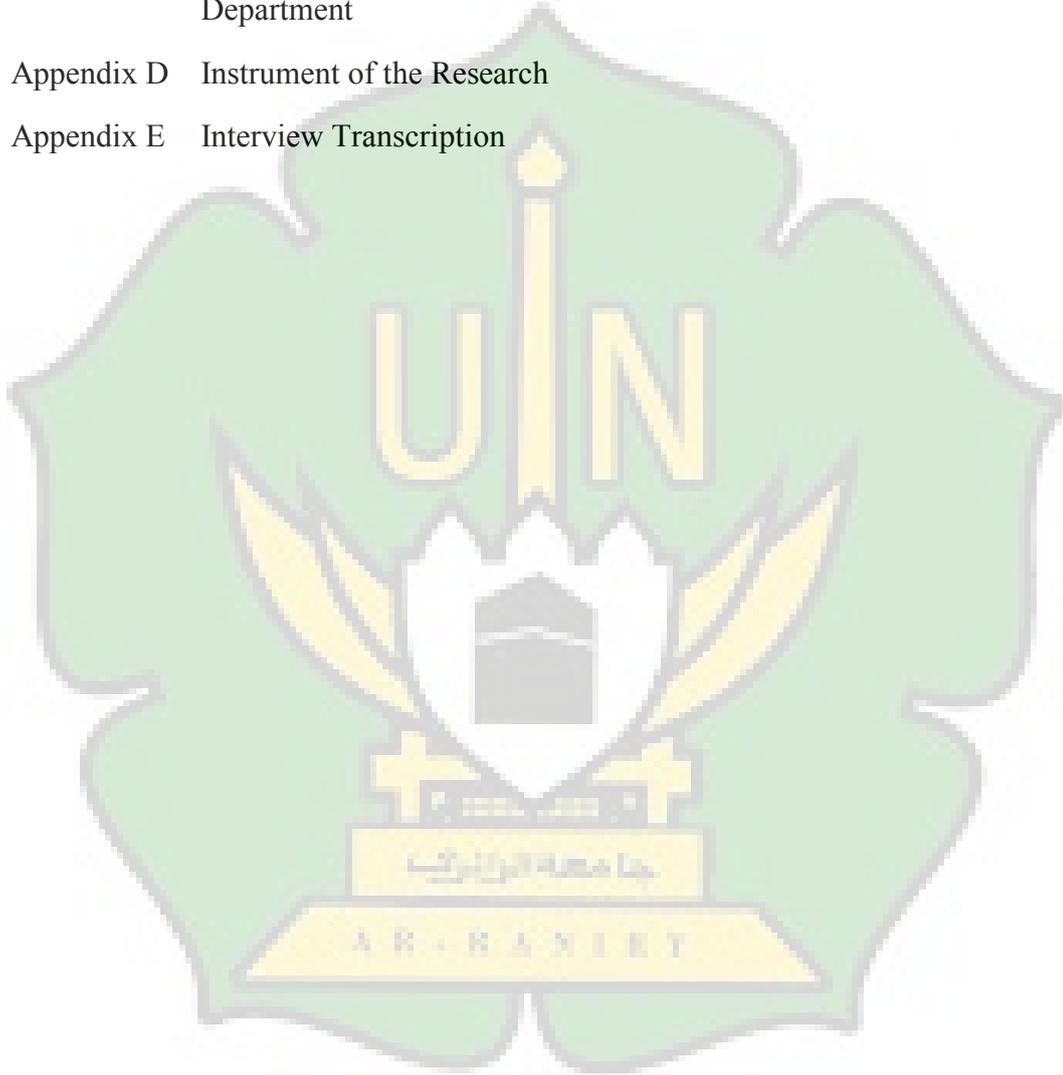
**LIST OF FIGURE**

Figure 2.1 Stages of Process Writing Approach (Coffin et al, 2003) ..... 11



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisors
- Appendix B Recommendation Letter of Conducting Research from Faculty Education and Teacher Training
- Appendix C Confirmation Letter of Conducted Research from English Department
- Appendix D Instrument of the Research
- Appendix E Interview Transcription



# CHAPTER I

## INTRODUCTION

This chapter explains the introduction of the research which consists of the backgrounds of the study, the research questions, the aims of the study, the significance of the study, and research terminology.

### A. Backgrounds of Study

Basic writing is one course in English Departement. It helps students express and build a good foundation before they write academically. According to Al Saleem (2008), writing is a crucial aspect of classroom activities as it increases grammatical structure and vocabulary. Furthermore, writing helps students to express themselves and provide their ideas without being pressured by face to face communication. Besides, writing is significantly used in higher education and in the workplace (Walsh, 2010, as cited in Klimova, 2013). It means that a lot of professional communication is accomplished by writing for example proposals, reports, applications, and others. Thus, writing is crucial during the students' educational process.

In teaching writing, the teacher needs to find an appropriate way to help students create good writing. According to Onozawa (2010), "the teachers of L2 or LF writing are struggling in everyday lessons looking for better approaches"(p.156). Moreover, Brown (2001) divided the approaches into two types. Those are a product and a process approach. This means product and process approaches have been used in the writing teaching that existed in the EFL classroom over a few years.

Based on the principles set out above, lecturers may use various techniques in teaching English as long as they are relevant to those principles. In the teaching writing process, English lecturers have to realize at least two crucial approaches to teaching writing, those are a product-based approach and a process-oriented approach. In organizing student writing, a product-oriented approach focuses on the formation of students' language ability. On the other hand, a process-oriented approach focuses on students' ability in organizing and developing ideas toward pre-writing, drafting, revising, and editing. Overall, lecturers are expected to be able to identify the characteristics, weaknesses, and strengths of these approaches.

Several studies have been conducted relating the approaches of teaching writing in the EFL classroom. The first was the study of Hashemnezhad and Hashemnezhad (2012). Their study aimed to find the differences among Iranian EFL learner's writing ability in three writing approaches. Those are product, post-process, and process. The results of this research showed that no significant effect on the post-process approach over the process approach, but both concluded a remarkable priority over the product approach.

The second study of Samsudin (2015). The study aimed to know more about which approaches were better in improving undergraduate students to write academic texts. The researcher has found that the process approach not only increased students' level of writing proficiency in general but also improved their ability to write academic text.

The third research was done by Pasand and Haghi (2013) about the effect of model essays on EFL learners' writing accuracy based on the process-product approach. The study showed that process and product approach gave a positive

effect in some aspects of their writing accuracy such as punctuation, subject-verb agreement, capitalization, the use of connectors, spelling, tense, using correct pronouns and possessives. In conclusion, all of the previous studies focused on the effect of the approaches on students' writing skills.

Since the previous studies have focused on the effect of the approaches on student performance in writing. Therefore, this study is significant since there are limited studies investigating the approaches used by the lecturers in teaching English Basic Writing at UIN Ar-Raniry. In conclusion, this research aims to explore the approaches used by the lecturer and investigate the challenges faced by the lecturer in teaching English Basic Writing.

#### **B. Research Questions**

This research was guided by the following main questions:

1. What are the approaches used by the lecturers in facilitating students' English Basic Writing?
2. What are the challenges faced by the lecturers in teaching English Basic Writing?

#### **C. Research Aims**

The purposes of this study are:

1. To find out which approaches that lecturer uses in teaching English Basic Writing.
2. To find out the challenges faced by the lecturers in teaching English Basic Writing.

#### **D. Significance of the Study**

The findings of the study are expected to provide an effective approach in teaching writing, so the lecturer can choose an appropriate approach that they can implement in the teaching writing process. In addition, this research is also useful for lecturers to know more about the challenges that they will face in English Basic Writing Class, so they can anticipate the challenges by referring to the information in this research.

#### **E. Terminologies**

##### **1. Approach**

According to Antony (1963) as quoted by Richards and Rogers (2001) defines that approach is “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”(p.20). It means the approach refers to the nature of language learning.

##### **2. Basic writing**

According to Shaughnessy (1977) states that basic writing is the basic course that is made to teach systematic rules of English writing for students in their first year in university. It means that basic writing is the writing for students at the basic level that the first time writes in systematic rules.

## CHAPTER II

### LITERATURE REVIEW

#### **A. Writing**

##### ***1. Nature of Writing***

Writing is one of four skills in language learning. It is a system of written form with different rules like punctuation, capitalization, and spelling. According to Nunan (2003), writing is an extremely complex analytical activity where the writer is supposed to constantly explain control variables. At the sentence level, this involves contents control, format control, sentence structure, vocabulary, spelling, and letterforms. It means that writing is a complicated activity that everyone should pay more attention to. Writing is one of four language-learning abilities (reading, listening, and speaking). It's a series of written symbols with various functions, such as capitalization, spelling, and punctuation.

Writing is a way of expressing ideas through written language and organizing the ideas into connected sentences. It is one of the ways to communicate with other people besides spoken communication. Thus, the lecturers have to find the appropriate approach to teach writing. Specifying what approach will be applied in learning is a crucial thing for teachers because an approach is defined as someone's perspective toward the learning process.

## **B. Basic Writing**

### **1. *Definition of Basic Writing***

Basic writing is one English course that allows the student to make a lot of mistakes (Shaughnessy,1977). In this course, the student learns about how to make a paragraph including a topic sentence, supporting sentence, and concluding sentence. The student does basic writing called a basic writer. Basic Writing refers to both the type of course of composition and the field of study.

### **2. *The History of Basic Writing***

According to Otte and Mlynarczyk (2010), Basic Writing was the program that was guided by Mina Shaughnessy in the 1970s. She designed this program because of some reasons. First, in that time the scholar did not pay more attention to students' lack of writing skills. It needs a few years for them to realize it. The second was the students who are not able to write well would not be allowed to attend the college. So to solve this problem, Shaughnessy hired more than forty teachers for her program. The teachers were chosen because they could help her to teach the student. In short, Basic Writing was founded because of social phenomena.

Nowadays, Basic Writing is one of the courses in higher education. A lot of universities designed the Basic Writing program as the first-year composition. For example, Arizona State University, University at Tennessee, and San Francisco University. In conclusion, Basic Writing becomes a first-year program for freshmen.

### ***3. Paragraph as Basic Level***

#### **a. Definition of Paragraph**

Oshima and Hogue (2006) said that a paragraph is a group of related sentences that consist of one main idea. It means one paragraph only contains one idea. Then, Boardman (2008) argued that paragraph is the first level of academic writing in English. It helps students build the first foundation before they move to the academic level. It means students in higher education need paragraphs in their writing because paragraphs take a crucial part in writing such as essays, research papers, proposals, and reports. Therefore, it is difficult for the student to continue to academic level if they do not understand how to write a good paragraph.

The characteristics of English writing organizations are straight forward. It has a beginning, a middle, and an end. Also, the beginning would explain what the paragraph is about, the center would discuss the topic of the paragraph, and the end would tell the summary of the paragraph.

A paragraph has a specific pattern. According to Oshima and Hogue (2007) the structure of paragraph are :

##### **1) Topic Sentence**

In a paragraph, the topic sentence is a sentence that introduces the topic. The concept sentence consists of two essential sections that are topic and controlling idea. The topic is a term or phrase that shows what the whole paragraph is about, and the guiding concept is the author's point of view on the subject. Controlling the concept is also necessary to restrict the topic.

## 2) Supporting Sentence

Supporting sentences are the sentences that build up the body of the paragraph and are called the supporting sentences. Supporting sentences are used to support the topic sentence of a paragraph. This means supporting sentences provide logic and evidence about the topic to convince the readers. There are two types of supporting sentences which are major and minor supporting sentences. Major supporting sentences are the sentences that support the topic sentence in a paragraph. Meanwhile, minor supporting sentences are the sentences that add more explanation to the major supporting sentences.

## 3) Concluding Sentence

The conclusion is the last part of the paragraph. It shows the crucial point for the reader. Besides, concluding sentences providing the summary of the paragraph or repeating the main idea in other ways.

### **b. Types of Paragraph**

As students of the English Department learn both paragraphs and essays, it is helpful to understand the different kinds of paragraphs and essays. Gadd (2006) categorizes the paragraphs into three types, those are descriptive paragraph, the narrative paragraph, and the expository paragraph. There are the following:

#### 1) Narrative paragraph

The narrative paragraph explains events or a story in a sequence way. In other words, the narrative paragraph tells a story in a systematic time. There are three parts of the narrative text. Those are orientation, complication, and

resolution. The purpose of a narrative text is to relate a story that is imaginary or factual; sometimes to teach a lesson or to explain a phenomenon.

## 2) Descriptive paragraph

Descriptive text is a text which used to describe something like a place, person, or physical appearance. The element of the descriptive text is the generic text structure and the language feature. The generic structures of this text are the identification (known as a special participant) and the description (known as part, quality, and character of the subject described). And the language features of this genre, it usually uses the simple present tense, action verb, adjective, mental verb, relational verb, and adverb ( Knapp & Watkins, 2015).

## 3) Expository paragraph

In this kind of paragraph, the writer explains facts or arguments and provides the data to support the argument. Expository writing is used to define factual information (in comparison to creative writing, such as fiction).

### **C. Approaches in Teaching Writing**

Although most teachers recognize the importance of writing and they try to teach writing to the students in the best way, sometimes they face a lot of obstacles. First, the writing skills are problematic and sometimes difficult to teach, needing to be master not only of grammar and rhetoric but also conceptual (Heaton, 1994, as cited in Susanti, 2009). In line with this, Harmer (2004) states that teaching writing is different from other skills. Furthermore, he identifies that it is caused by “the nature of the writing process, the need for accuracy in writing,

and the mental process a student goes through when writing” (p.31). Thus, to solve this problem, approaches in teaching writing were constructed.

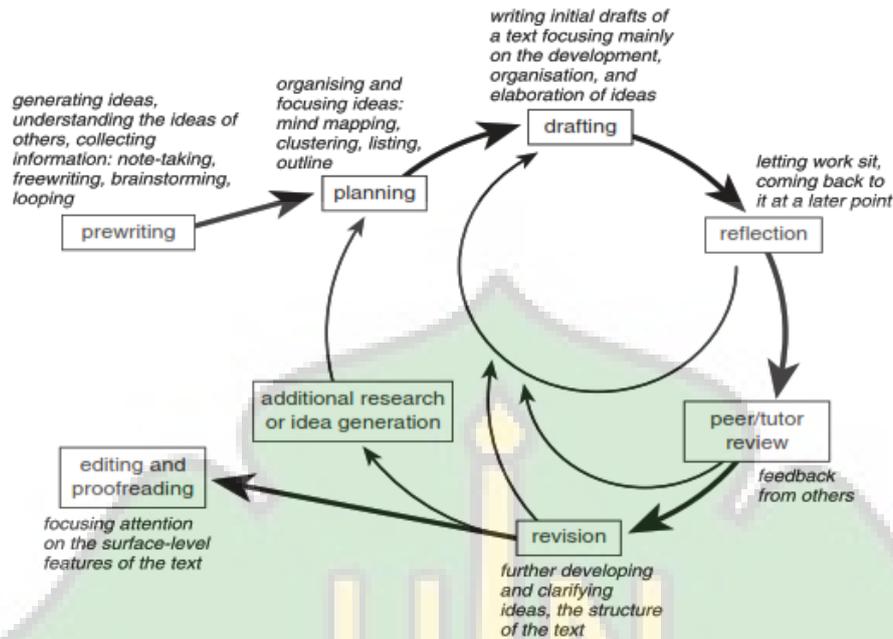
### ***1. Kind of Writing Approaches***

Brown (2001) argues that teaching writing approaches into two approaches. The first is the process approach. The approach focuses on the process of writing in the classroom. The second is the product approach. The approach is focused on the product of writing. He explains briefly the approach to teaching writing as follows:

#### **a. Process Approach**

The process approach concerns the process of how ideas are developed and formulated in writing. By focusing on the writing process, learners come to understand themselves more and find how to work through the writing. The development of the writers' skill in writing will be dominant together with the application of collaborative writing. The development of the writers' skill in writing will be dominant together with the application of collaborative writing. This is supported by Alwasilah (2005) who claims that activities in process approaches such as collaborative writing, peer editing, drafting, and teacher-student conferencing are strategies of empowering students to be independent learners and writers. These activities become the strength of this approach.

Similarly, Kroll (2001, as cited by Hasan and Arkand, 2010) defines that process writing includes some stages such as drafting, getting feedback from students' peers or the teacher, and the last is revising. Also, Browns (2001) describes that process writing requires several activities, such as pre-writing, drafting, revising, and editing.



**Figure 2.1 Stages of Process Writing Approach (Coffin et al, 2003).**

From the figure 2.1 above shows, the stages of process approach has been described. The explanation as the following :

#### 1) Pre-writing

Pre-writing involves students in activities designed to help them develop or produce ideas for their writing. Involving the students in these activities before they write a draft increases their writing quality. Pre-writing activities involve collecting available information for a paper through reading or designing a complete view of their ideas before starting to write. pre-writing activities are helpful to limit a topic and generate ideas. The methods that the writer can do are brainstorming, freewriting, and note-taking.

## 2) Drafting

Drafting is the stage that the writer has determined what he will write and then focuses on the thing in his writing. In this stage, the writer makes his ideas on sentences or paragraphs. The ideas are organized in systematic form, the writer not only focuses on the topic but also develops an introduction and conclusion for the topic. In the end, this stage produced complete writing.

## 3) Revising

The revision stage is where the work is revised and reshaped several times. Johnson (2008) argues that this is the main part of the process approach because the writer can revise their work many times. Moreover, Grave (1983 as cited by Johnson, 2008) suggests that the writer has to think and decide which draft is suitable for their topic. In some cases, he added the writer only took one appropriate draft as the final product.

## 4) Editing

Editing is a part to correct grammar, spelling, and punctuation errors. Johnson (2008) suggests that to do proofreading activity. The activity can be done by the writers' friend or the teacher.

Moreover, Steele (2004) emphasizes that the typical sequence of activities used in a process-oriented approach, those are:

- 1) Brainstorming and discussion are the first stages of this approach. In practice, the teacher only provides language support if necessary so it does not prevent students from developing their ideas.
- 2) Students write down their ideas and determine the quality and appropriateness of those ideas.

- 3) Ideas are arranged systematically to a mind map, spidergram, or linear form that would enable the students to organize their writings.
- 4) The students are making their first draft. This activity happens in the class, usually in pairs or groups.
- 5) Students become readers of each other's work by exchanging their writing with friends. This process allows students to develop a writer's awareness of something that can be read and thus enhance their writing.
- 6) Drafts are returned and improvements are made.
- 7) The final draft is produced.
- 8) The last stage is the students exchange their work results and read each other's work.

#### **b. Product Approach**

Gabrielatos (2000) argued that a product approach is a common approach in which students are encouraged to replicate a model text. In this approach, the teachers only focus on student products. The product approach gives priority in the mechanical aspects of writing, such as focusing on grammatical and syntactic structures and imitating patterns. This approach is usually concerned with “correctness” and the form of the final product. Moreover, this approach fails to realize that people write for the audience and a purpose.

According to Steele (2004), a product-oriented lesson is usually carried out in four stages:

- a. The imitate texts are given by the teacher to the students and the important aspects which are highlighted.
- b. Isolated controlled practice of the highlighted features is provided.

- c. Ideas are emphasized.
- d. Students personally make the final product using the skills, structures and vocabulary they have been taught.

## 2. *The Advantages and Disadvantages of Process and Product Writing*

Each approach has its advantages and disadvantages. According to Tran-Thanh (2017), those are the advantages and disadvantages are discussed above :

Table 2.1 The Advantages and Disadvantages of Process and Product Approach  
Source : Adopted from: (Tran-Thanh, 2017, p. 7-8 )

	Process	Product
Advantages	<ul style="list-style-type: none"> <li>- Readers are emphasized, which makes writing more communicative.</li> <li>- Ideas are generated at started point and developed through the process, which makes writer more creative.</li> <li>- Collaborative work allows student to learn from their partner</li> </ul>	<ul style="list-style-type: none"> <li>- Organizations of emphasized which is some kinds of writing fixed layout, style organization (business writing, for instance)</li> <li>- Controlled practice of highlighted features will help low-proficient students familiarize with important necessary</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>- As ideas are generated by students themselves, those with low language proficiency will probably find it difficult to contribute any idea.</li> <li>- Because accuracy is not an important factor in this approach as long as communication occurs, students who study</li> </ul>	<ul style="list-style-type: none"> <li>- As student has to imitate the text, their creativity is discouraged.</li> <li>- The final product is more important than the product itself, which make writing here not really real and communication does not exist at all.</li> </ul>

under this approach will lose marks in the exams like TOEFL or IELTS, where there is always a criterion for use of grammar and vocabulary.

- Individual work will not allow student to learn from their partners.

- It requires a lot of times to complete a process-oriented lesson, which is quite impossible in many circumstances.

---

The table above shows the advantages and disadvantages of the product approach and process approach. Every approach has its advantages and disadvantages. This means the process approach is different from the product approach. The product approach focuses on the organization of writing, it does not allow the student to work in pairs or the group. On the other hand, the process approach is more flexible because the students have to develop an idea by themselves. But the negative effect of this approach is that accuracy is not important, so the student will lose the score in the TOEFL or IELTS test.

### ***3. The Efficacy of The Approaches in Writing***

The EFL writing class may be regarded as a course for students to learn to make a paragraph through mastering techniques such as generating ideas, drafting, revising, and learning how to use feedback from the teacher and other students in the class to improve the writing work. The goal of every course should be student progress in writing proficiency, and the goal of the total curriculum should be that student writers learn to become an informed and independent writer of their texts with the ability to create, revise, and reshape the papers to meet the needs of

whatever writing tasks they are assigned (Kroll, 2001, cited in Ferris & Hedgcock 2005).

There might be several factors that influence students' essay writing performance, among them are the approach used by the lecturer in writing instruction, the materials discussed in the classroom, the complexity of writing skill itself, and the strategy used by the students in writing, etc (Eliwarti & Maarof, 2014). Furthermore, the lecturers have to be creative in teaching an EFL writing class. The lecturers need to think about all of the aspects to enrich the goal of the course and the goal of the curriculum for students.

#### **D. Lecturers' Challenges in Teaching Writing**

Teaching is the way of transmitting information from the lecturers to the students. Teaching writing is an activity that allows students to write something. Meyers (2005) states that writing is a way to deliver a language that you generally do when you speak. It indicates that writing is a process of transferring ideas through written text or translating what is on the mind into written language. For students to be able to make good writing, they should design their ideas, organize them, and make a written record of using spelling and grammar conventions. Teaching writing skills can be difficult for any teacher. Some students will learn quickly, while others need some encouragement and more attention to ensure they understand what they are being taught. All teachers must have challenges in the teaching process including writing class.

According to Laxmi and Ali (2018), there are several problems that lecturers face in teaching writing class :

a. Lack of vocabulary

Vocabulary is the most essential part of learning writing since it must be a basic component of good writing skills. Lack of vocabulary is a problem that often occurs during learning activities, while at the same time becoming a major challenge for teachers.

b. Grammar problems

Grammar is very helpful for building effective language skills. Grammar in writing skills helps to determine how a paragraph is constructed and how ideas can be recognized. Lecturers sometimes recognize that their students are weak in this part. It is necessary to demonstrate any given subject as simply as possible and to ensure that all of them achieve the goal that the lecturer requires.

c. Lack of motivation

Motivation is one of the factors that have an impact on how students learn and behave towards a subject course. It can guide behavior through specific objectives, leading to improved effort and energy. Teaching has always been a challenge for the lecturer. Currently, motivating students is one of the greatest challenges for lecturers. This is caused by a lack of interest in writing among students. Besides, Abrar (2016) claims that when students are less excited about learning, this is a result of students' lack of motivation to learn. In addition, many students believe that writing skills are one of the most difficult skills because they need better grammar, a lot of vocabulary, and any other aspect to make their writing suitable and easy to read.

d. Different level of students

Another problem is the different levels of students in the classroom. Different levels of students will make it difficult for lecturers to compare to all levels. Different levels of writing skills will allow lecturers to use different approaches. As a result, lecturers realize that it is difficult to arrange their classes and implement suitable activities for students.

Moreover, according to Alzubair (2016) , there are teachers problem in developing students writing skills :

a. The English language proficiency of the student

Language proficiency can influence students' writing skills. Because in proficiency, the student knows more about the vocabulary. If they do not know vocabulary they can write something in English.

b. Classes are quite overload

The majority of the class is overloaded. It includes a large number of students. It's difficult for the lecturers to control the classroom. The lecturers need to focus not only on one person but a lot of the students. In line with this, Goss (1999, cited by Fareh, 2010) found that a large class had become a major issue with teaching English in Japan. It means the teaching process is not effective if there are a lot of students. Thus, the lecturers will find it difficult to control the class.

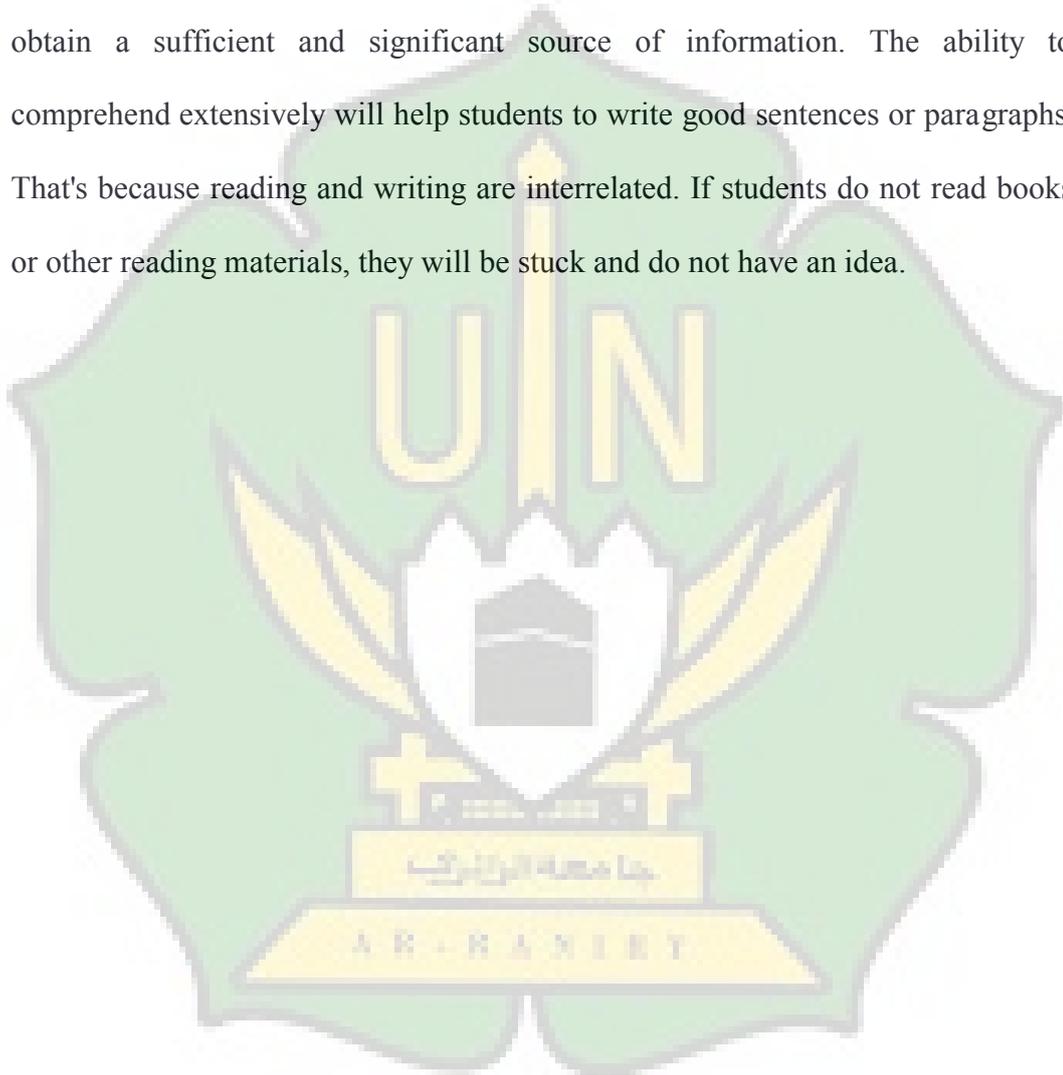
c. Lack of motivation

Motivation is the one factor which influences the student's writing work. If they don't have the motivation to write something, they will not be able to write.

d. Time

Writing needs a lot of time to teach. Because it has a lot of processes such as teaching student grammar, brainstorming, peer checking. It takes more time to write and to check it.

According to Fareed et al (2016), many students find it very difficult to obtain a sufficient and significant source of information. The ability to comprehend extensively will help students to write good sentences or paragraphs. That's because reading and writing are interrelated. If students do not read books or other reading materials, they will be stuck and do not have an idea.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with research methodology which contains research design research setting in part A, research design in part B, the method in part C, and data analysis in part D.

#### **A. Research Design**

This research was carried out using a qualitative method. Qualitative research is “ qualitative research is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem” (Cresswell, 2014, p.294). It means the qualitative method which concentrates on social phenomena. Meanwhile, the qualitative method is designed to study individuals in their natural settings. The researcher does not need to monitor the respondents in this process, since the researcher can present the phenomenon in the natural setting.

#### **B. Research Setting**

##### ***1. Time***

The study was held from July 1st, 2020 to July 10th, 2020. Before doing the research, I gave the consent forms for six lecturers to ask permission to do an interview and only four lecturers agreed to be my participants. Then, I made a permission letter in the academic office to get a research permission letter from the Dean of the Faculty of Education and Teacher Training of UIN Ar-Raniry Banda Aceh to be allowed to research with the lecturers.

## **2. Location**

The research took place at the State Islamic University of Ar-Raniry, Banda Aceh. It is located at Jl. Ar-Raniry Kopelma Darussalam, Banda Aceh. The study was aimed to know more of the approaches that lectures used in teaching English Basic Writing course and the challenge that lecturers face in the teaching process of the English Language Department at UIN Ar Raniry Banda Aceh. The reason for choosing this major is because it can answer the research question above.

## **C. Methods of Data Collection**

### **1. Interview**

The interview was the method that I used to collect the data. It is because I can get enough data for the research. The data for this research was gathered through a semi-structured interview. The method of an interview that the researcher applied in this research was a standard interview, actually a semi-structured interview. In a semi-structured interview, a list of questions had been decided and organized. The respondents were four lecturers who taught Basic Writing class at UIN Ar-Raniry. In interviewing the lecturers, the researcher also asked some questions about the problem and the solution in teaching writing. There were 11 questions that researchers asked the lecturers. It took around 20-25 minutes for each interview. Then, the data analyzed and explained narratively.

Furthermore, I have decided to do observation to get more data. However, I did not do that because of a pandemic situation. In this situation, the student was not allowed to attend the classroom. So to anticipate this situation the class was

changed to an online class. In short, I could not do observation because there was no face to face class anymore.

#### **D. Procedure of Interview**

I interviewed four lecturers who taught English Basic Writing at the Department of English Language Education. They were one male and three females. Eleven questions were asked to them related to their approaches in teaching English Basic writing including their teaching writing activities in the classroom, the reason why they use it that way, the challenges in teaching writing, how the lecturers solve the problem, and the solution for the problem. The four participants were marked as HQ, SW, YM, and SL.

#### **E. Methods of Data Analysis**

The data was analyzed by audio transcriptions by using thematic analysis techniques. In this step, I coded the answers and responses from the interviewees to make the researcher only focus on particular keywords from the information based on the research questions. The steps of data analysis as in the following :

##### **1. Transcribing the audio recording**

After interviewing, I needed to listen to the recording again a few times.

Then, I wrote the interview transcript.

##### **2. Coding the interview transcripts**

After transcribing the data, I coded them by QDA Miner Lite application.

##### **3. Naming the keywords**

I named the keywords based on the product and process approach activities in the classroom such as process approach has brainstorming. So I wrote the process approach as the main code and brainstorming under process

approach. It was an important part of the coding process. It helped me know what should be highlighted.

#### 4. Looking for the keywords

In this process, I tried to find the keywords in the interview transcripts.

Then, I coded them based on the code name that I have already made.

#### 5. Explaining in narrative way

This was the final process of data analysis. After obtaining the result of the coding process, I needed to explain the data narratively.

Table 3.1 List of samples of research instruments

No	RQ	Participants	Methods
1.	What are the approaches used by the lecturers in facilitating students' English Basic Writing ?	4 lecturers who taught in English Basic Writing classes at UIN Ar Raniry.	Interview
2.	What are the challenges faced by the lecturers in teaching English Basic Writing ?	4 lecturers who taught in English Basic Writing classes at UIN Ar Raniry.	Interview

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses the data obtained from the interviews English Basic Writing lecturers at UIN Ar Raniry. The study was conducted to answer 2 main research questions. The questions were “What are the approaches used by the lecturers in facilitating students’ English Basic Writing” and “What are the challenges faced by the lecturers in teaching English Basic Writing”.

#### **A. Findings**

##### ***1. The Approaches the Lecturers Use in Teaching English Basic Writing***

Based on the interview, different lecturers used different activities in teaching English Basic Writing class. For more detail about this information, it can be seen from the explanation below:

##### **a. Lecturer 1 (HQ)**

According to HQ the approach that she used in teaching English Basic Writing was a process approach. This showed by her statement:

*“So basically I do like a kind of **process approach in writing** with dealing a lot of samples in practices.”*

It can be seen that HQ used a process approach in teaching English Basic Writing course. Process approach is the one of process in writing. HQ directly mentioned that she implemented a process approach in the classroom. The steps of process approach that HQ used in the classroom were:

### 1) Brainstorming

Correspondingly, HQ thought that brainstorming was one of the basic components of the paragraph. This means that brainstorming was important in the writing process. She said that :

*“ I also taught them basic component of paragraph including the way in the process of writing, like **brainstorming many other types of many stages of that.**”*

In addition, HQ also taught the student how to do brainstorming. The activity could support her first statement. She would teach the students first how to do it before they applied it. HQ emphasized that :

*“It's not only like I say, a theoretical things, **not only teaching them about how to do like to analyze the assessment, the assignment, and brainstorming**and also other other steps like probably writing a topic sentence in, maybe write some supporting sentences in concluding sentence.”*

### 2) Peer Checking

A good writer cannot work alone. He needs another person to check his work. So this process is called peer checking. To ensure this goal, HQ used peer checking in her classroom. As HQ explained that :

*“They are not they were not shy to me and asking a lot of questions , but I **think peer have those a lot.** So I think it's good, because it's a big class with a lot of students.”*

From the statement above, HQ stated that peer checking helped students more. Peer review facilitates the students to realize their mistakes, control their process of learning, and help them to reach the goal of learning (Gueldenzoph & May, 2002; Nicol& Macfarlane-Dick, 2006; Weimer, 2003).

### 3) Giving Feedback

Feedback was an essential thing in the classroom, HQ claimed that she did this activity in the classroom. As she said :

*“So everyone can show what they write to the friends. And we also deal with the I mean, they will give the papers to the friend and **then the friend will check while they are explaining what they write.**”*

Based on the statement above, HQ agreed that she used feedback in the classroom. The feedback allowed students to exchange their work to increase their production of writing ( Prins et al., 2005 ).

### 4) Grouping

Grouping is one of the effective ways to improve students’ writing. The students would more understand the material. HQ usually made the students sit in a group to make an effective learning process. As HQ told that :

*“Instead of doing that, individually, most of the time **I make them sit in the group**, so I think like, **a grouping them with a friend with some friends,it can make them understand what I told. I mean, it helped me a lot.**”*

It can be understood that HQ likes grouping activities because it helps students understand more. In addition, she also stated that grouping activity could help her more.

#### b. Lecturer 2 (SW)

Regarding the results of the interview, SW combined two approaches. This was indicated by the activities that he used in the classroom. The steps of process approach that SW used in the classroom were :

#### 1. Feedback

Feedback is crucial in the classroom. As SW argued:

*“I get them to write to discuss and then among others produce a paragraph, and then explain write the paragraph on the blackboard and then I call out when I ask their classmates, the students to criticize **the support to add a sentence**”*

From the statement above, SW stated that he wanted his students to be active students. They have to actively participate in the classroom. Then, he was hopeful that his student can give feedback on their friend's writing work.

## **2. Peer Checking**

Besides feedback, peer checking are other activities that SW applied in Basic Writing class. It is like his responded :

*“I get them to write to discuss and then among others produce a paragraph, and then explain write the paragraph on the blackboard and then I call out when I ask their classmates, **the students to criticize the support to add a sentence.**”*

Based on the statement above, peer checking was the one students' activity that students do to evaluate their friends' work. Pond and Ul Haq (1997) as cited by Odom (2009) argued that peer review is identified as one of the teaching methods that involve students to be active to evaluate their friends' work.

## **3. Collaborative Learning**

Collaborative learning is the activity in learning that uses groups to improve the learning process through working together. The lecturer believed that putting the students in a group will help the student with lack of proficiency. As SW explained :

*“**The classroom consists of groups of students.** So they can share, they can discuss. They can have one another , the strong, help the weak, the weak, help the strong they develop their paragraph. **We don't want the***

*class to be dominated by one person, at least every student has a chance to speak , has idea.”*

Based on the statement above, SW described that his class consisted of groups of students. It was an effective way because the students could help each other. Meanwhile, he added he did not want only one person dominating the classroom.

In other hand, SW also adopted product approach, the activity was:

**1) Imitate the model text**

In this step, the imitate text was given as an example for the student. So, they had to follow the model text based on the example given. Only one of the participants implemented this activity in the classroom.

SW answered that :

*“Of course I get them to discuss the produce a paragraph of course based on the manual based on the theory based on the not template, **but based on the example.**“*

Based on the answer above, SW highlighted “based on the example” it indicated to imitate the model text in the product approach. So he also adopted a product approach.

**c. Lecturer 3 (YM)**

According to the results of the interview, YM has adopted the process approach. This was indicated by the activities that she used in the classroom. The steps of the process approach that YM used in the classroom were:

**1) Feedback**

YM also used feedback in her classroom, YM mentioned that :

*“I wish it to their friends and then we'll give the comments on it again, I mean, like, give it back for what they have done, but they will not give the feedback for their own sure that they switch between them before I give my feedback. Okay, later on. I also will provide my feedback and comments.”*

YM stated that the students had to give comments on their friends' work. Furthermore, she would also provide her feedback after that. In short, the students could get feedback from the lecturer and their friend.

## 2) Peer Checking

Peer checking is one of the activities that are usually used by YM. As she said that:

*“In certain case, I will ask some classmate to check it, it's mean that like you said, I like a peer review.”*

According to the statement above, it can be concluded that YM likes to do peer checking. Thus, YM only does peer checking in some cases.

## d. Lecturer 4 (SL)

Regarding the results of the interview, SL used process approach. This was indicated by the activities that she used in the classroom. The steps of process approach that SL used in the classroom were :

### 1) Brainstorming

Brainstorming is the process of generating ideas. This is first activity that SL taught in the classroom before she moved to another thing. As SL said that:

*“I go to how to write , I teach them how to brainstorm first and then go to paragraph.”*

From SL view, it can be inferred that she taught the student how to do brainstorming. Then, after she already made sure that the student understood how to do brainstorming, she moved to another thing such as paragraphs.

## 2) Drafting

Drafting is the one of the process approach stages. As SL stated:

*“And then, I taught slowly how to process the writing for example I start with designing a draf like choosing a topic, theme, a topic , topic sentence, controlling idea, supporting sentence, and so on.”*

SL taught basic writing step by step and systematically. She started the class by designing a draft.

Furthermore, SL added :

***“They can make a draft then they can write”***

SL emphasized that she also believed that if the students were ready to make a draft they would be able to write.

## 3) Peer Reviewing

Peer review is the process of proofread on writing work that have done by friends. As SL mentioned :

*“Of course it one of the strategy that I use while teaching writing so they can realise what friend mistake , so I mean here teaching writing is not only the lecturer who always revise the student mistake in the writing but depend on their friend to check the mistake.”*

Based on the explanation, SL always used peer reviewing in her classroom. According to Jochems (2004), peer assessment is a part of

collaborative learning that involves students working in groups to enhance the goal of learning.

#### 4) Revising.

In this stage, the students are able to revise their work. As SL replied :

*“After writing one paragraph , **they must revise**, I tell them how to revise their writing . So after writing is not enough there but the student have to revise and I give some clue to them how to revise.”*

Based on the statement above, SL gave the students the opportunity to revise their writing work. She added that she also taught them how to do the revision process. It helped students more understand how to revise their writing.

#### 5) Giving Feedback

Feedback is important to improve the quality of writing. SL applied this activity in the classroom. As she stated that :

*“So I mean here taching writing **is not only the lecturer who always revise the student mistake in the writing but depend on their friend to check the mistake**, and but before going to that step, I give them clues what to do for example there are mistake in subject verb agreement, so I guide them first and please concert on this case, if you can find the mistake and then show write some point.”*

The statement above showed that SL believed that feedback not only from the lecturer but it also came from the other student. Based on her statement, she always gives the student clues first before they give feedback for their friend.

## **2. The Challenges in Teaching English Basic Writing**

The participants of this research were professional English Basic Writing lecturers. However, all the participants agreed that they still faced some challenges in teaching English Basic Writing. Regarding the interview, there were some challenges that they faced in the classroom. The challenges were limited time, different levels of student, students' lack of grammar, students' lack of motivation, and students' lack of idea.

### **1. Limited Time**

Time was one of the problems in writing. As HQ responded:

*"I didn't only teach the basic writing also taught other subjects so it's a problem for me when I cannot finish checking their papers on time and discussing that in the class."*

Additionally, YM mentioned that time was very limited. They only had 2 credits for each meeting. There was not enough for the lecturer to teach a lot of materials. It can be more than one meeting for one material. As YM answered :

*"I think it's, we have very limited time. Yes, because for the first time we need to introduce the concept first and then the second time we need to ask them to practice more. And then at the same time, I also need to give them some feedback. So that's why I think to credit 2 sks it's not enough for writing class for basic writing class."*

### **2. Different Level of Student**

Each student has a different level of learning. This situation can cause a problem in English Basic Writing class. As SW argued :

*"Some of students are lazy , their, their ability, their ability in writing some student are good some are not. Those are our problem, common problem."*

Regarding the statement above, SW said that some students have a good ability in writing, and some were not. Thus, that was a common problem in SW class.

### 3. Students' Lack of Grammar

Grammar is the one of the problems that teachers face in the teaching process.

Regarding this, SW said :

*“Some of them come from integrated boarding school better student , some of students come from just high school no practice **just learn grammar a little bit. That's a problem in the classroom. They create problem.**”*

Based on the statement above, SW admitted that some students were struggling with grammar because they lack practice. It is because they only learn grammar but never practice it in real life. Similarly, SL also faced the same problem. As she answered:

***I found for example like still student who don't understand grammatical material and it make them feel confuse when I ask them “ do you understand this material ? “ let say some or a few of them have not know the grammatical material that I am discussing so may be I must teach that first because if i dont teach that I can not go to the writing material , actually I expect that this is english student which they have intermediate level of english but **still they are student who have not got a lot of grammatical material . this condition makes the teaching desctructed*****

The statement above showed that grammar was a common challenge in SL class. She expected that students of the English Department would have an intermediate level in the English language. She found that a lot of students were not good at grammar. It can destroy the learning-teaching process.

#### 4. Students' Lack of Motivation

Motivation is one of the factors that influence students' writing work. It is totally difficult for the lecturer to assess students' writing work if they do not want to write. As YM told:

*“Some students, maybe **they are not motivated to write** it is quite difficult for me as a lecturer to assess their achievement because they don't want to write maybe they want to read but they are not very how to say not very good in writing this will improve the score a lot.”*

Regarding the responses above, YM explained that motivation is one of the problems in her classroom. Consequently, the student will not be good at writing. Furthermore, YM said that she felt difficult to give a score for the student. So, the student will lose their score a lot.

#### 5. Students' Lack of Idea

Students' lack of idea becomes one of the things that influence the teaching learning process. As SL answered that:

*“Another mistake **they do not have many ideas of what to write** , when I give them a topic or a theme for example I give them please write about the campus , and **they are stuck** lets say they have one or two sentences or they have one paragraph , **they can not continue because they donot have any ideas** , so I can say that their writing can not go until finish.”*

From the statement above, it can be concluded that students' lack of idea is the problem in SL class. The students were not able to write anything because they did not have an idea. As a result, the student did not finish their writing work.

## **B. Discussion**

The purpose of this research was to explore the approaches used by lecturers in teaching English Basic Writing and the problem faced by the lecturers. Based on the finding, they are:

### ***1. What are the approaches used by the lecturers in facilitating students' English Basic Writing ?***

Based on the interview, the researcher separated the approaches the lecturers use in teaching English Basic Writing into two approaches. There was a process and product approach. The process approach was analyzed based on activities such as brainstorming, drafting, peer checking, collaborative learning, and revising. Seow (2002) argued that “process writing in the classroom is highly structured as it necessitates the ordinary teaching of process skill”. Moreover, the process approach was focused on the process of writing.

The second approach was the product approach. Like its name, the product approach focused on the product itself. The student was not allowed to work with a peer. They had work individually. Also, this approach highlighted the model text. Thus, the product approach was focused on the product.

Based on the explanation above, two of the lecturers have implemented process approaches in teaching English Basic Writing class. They implemented activities such as brainstorming, drafting, peers checking, revising, grouping activity, and giving feedback. They thought that this is an effective way of teaching English Basic Writing. The finding of the present study supported by Bennui (1990) as cited by Wali (2017) found that students can obtain more

control over their writing by using the code corrections in the process writing approach.

On the other hand, one of the lecturers combined both process and product approach. Besides, the activities were the same as others, but he added more activities such as giving the model text for the student. Thus, the students have to imitate the model of text. This way indicated that he also implemented a product approach.

In conclusion, the process approach has dominated use in teaching English Basic Writing by the lecturers in UIN Ar-Raniry Banda Aceh. The lecturers chose this approach because it is effective to make students actively participate and help them enhance their basic writing skills.

## ***2. What are the challenges faced by the lecturers in teaching English Basic Writing ?***

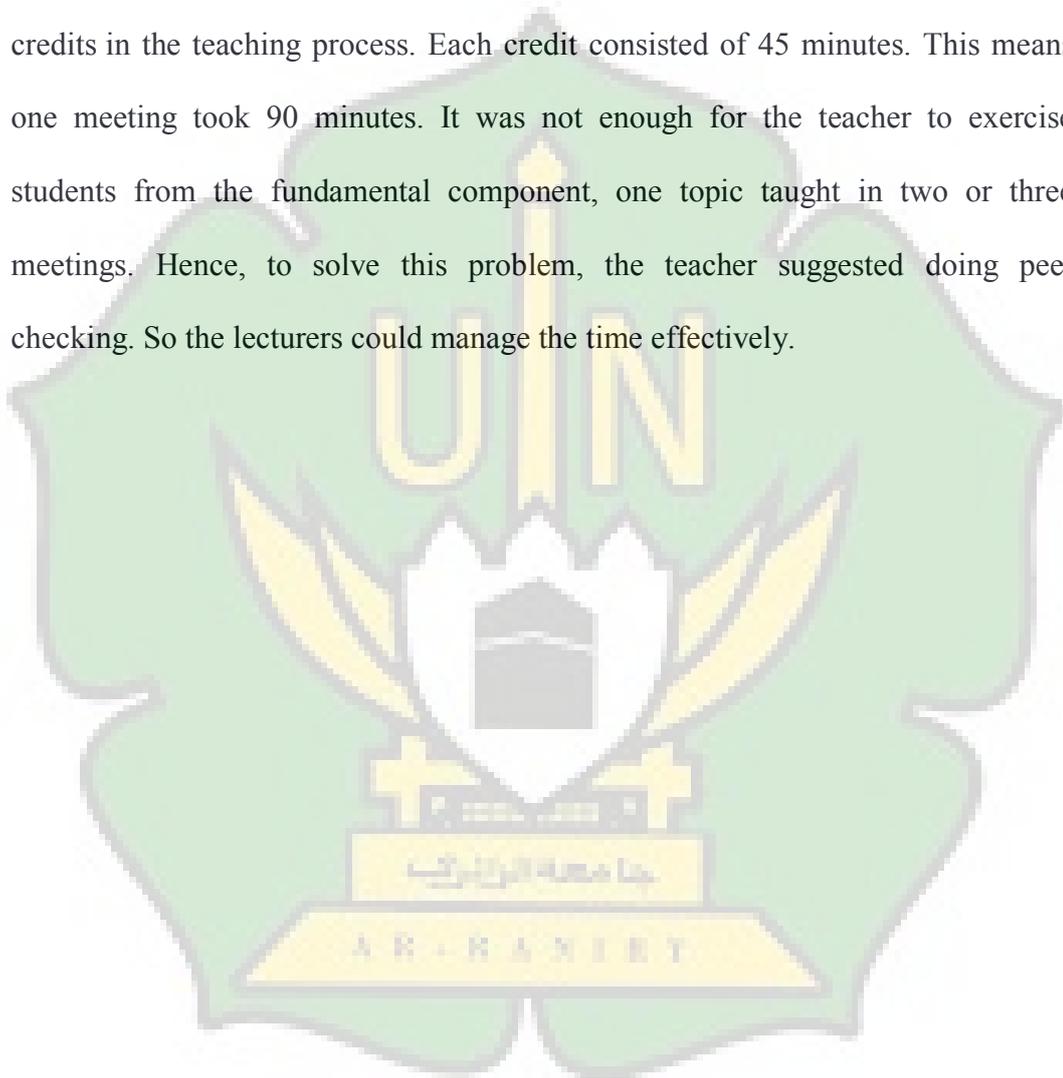
Based on the finding, it can be understood that the lecturers faced many challenges in teaching English Basic Writing. The challenges were:

The first challenge was a grammar problem. Grammar is one of the problems in the classroom. A good paragraph contains good grammar. Grammar helped students make a well-structured paragraph.

The second problem was the lack of motivation. Sometimes students did not have the motivation to write something. It was really difficult because of the internal factor. If they were not interested, they would not be able to write everything.

The third problem was students' different levels of learning. Every students' have different abilities in learning. Some of them were good at writing, but the other one was weak in writing. To solve this problem, the lecturers put them in a group so their friends could help them in the learning process.

The last problem was a short time. For basic class, there were only 2 credits in the teaching process. Each credit consisted of 45 minutes. This means one meeting took 90 minutes. It was not enough for the teacher to exercise students from the fundamental component, one topic taught in two or three meetings. Hence, to solve this problem, the teacher suggested doing peer checking. So the lecturers could manage the time effectively.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

After conducting the study, doing the analysis, and presenting the findings, this chapter presents the conclusion in section A and the recommendations of this study in section B.

#### **A. Conclusions**

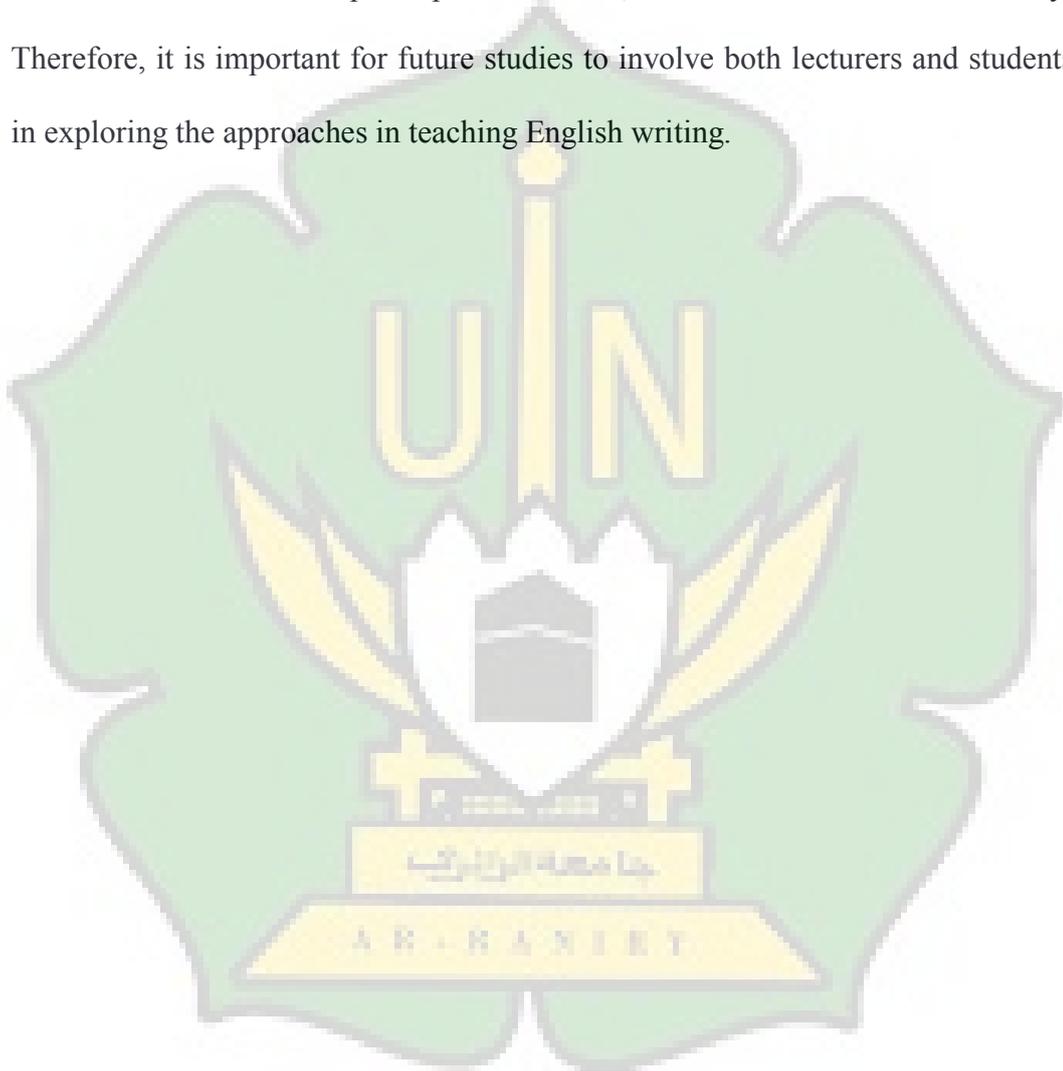
After doing research with English Basic Writing lecturers at UIN Ar-Raniry Banda Aceh, the results were classified into two points; the approaches the lecturers use and their challenges in teaching English Basic Writing. The point of the approaches shows that there are different approaches used by the lecturers in the classroom. Most of them used a process approach to teach English Basic Writing. It can be analyzed based on the activities that they implement in the classroom.

Furthermore, all of the participants were faced with different challenges during teaching English Basic Writing such as students' lack of grammar, different levels of student, students' lack of motivation were the common problem and limited time. That was a common problem that lecturers faced.

In conclusion, every lecturer has its own way to teach English Basic Writing class. They provided a lot of helpful activities in the teaching and learning process such as brainstorming, drafting, feedback, grouping, collaborative learning, and revising. Thus, all the activities that they applied in the class would help students to achieve their goals in writing.

## B. Recommendations

In carrying out the research, I have completed it to do it as well as possible to achieve the purpose. However, I am aware that this research has some limitations. First, this research only involved four English lecturers. Therefore, future research needs to involve more participants. Second, it involved the lecturers only. Therefore, it is important for future studies to involve both lecturers and students in exploring the approaches in teaching English writing.



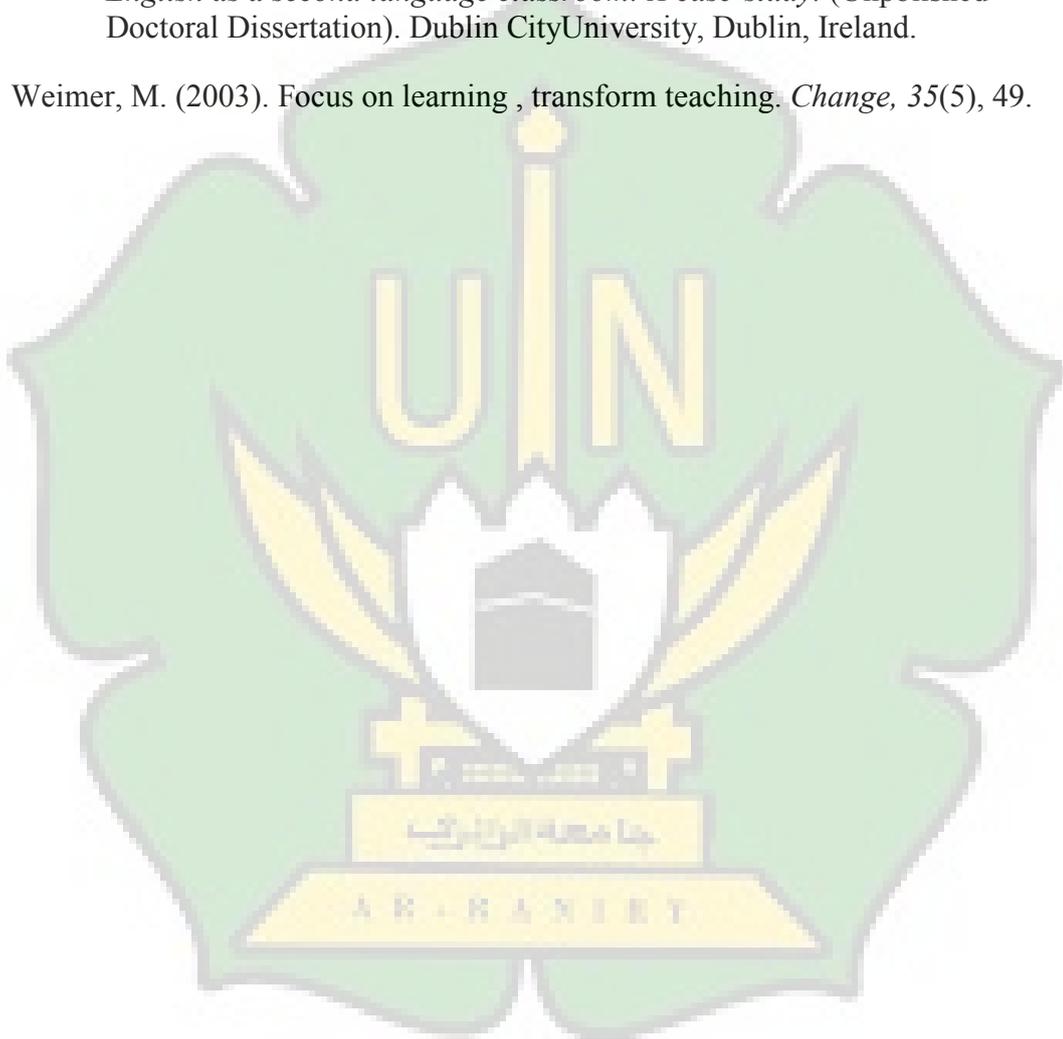
## REFERENCES

- Abrar, M. (2016). *Teaching English Problems: An analysis of EFL primary school teachers in Kuala Tungkal*. Birmingham, England: The 16th Indonesian Scholars International Convention.
- Ali, S.S., & Ramana, L. (2018). Academic writing challenges at Universities in Saudi Arabia and solutions. *International Journal of English Language, Literature and Humanities*, 4(10), 295-296.
- Almubark, A. A. (2016). Exploring the problem faced by the teachers in developing English writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, 10(4), 10-23.
- Alwasilah, A. C. (2006). Developing theories of teaching academic Indonesian to non-language majors: Ways of collecting and analyzing data. *Indonesian Journal of English Language Teaching*, 2(1), 15-136.
- Al Saleem, A. A. (2008). *The effect of whole language approach on developing English writing skills for the first year secondary school students in Saudi Arabia*. (Unpublished Doctoral Dissertation). Cairo University, Giza, Egypt.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. doi: 10.3316/qj0902027
- Boardman, C. A. (2008). *Writing to communicate 1* (3<sup>rd</sup> Ed). Boston, MA: Pearson Education, Inc.
- Eliwati, E. & Maarof, N. (2014). The effect of types of writing approaches on EFL students' writing performance. *Proceedings of ISELT FBS Universitas Padang 2*, 112-119.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed). California, CA: SAGE.
- Coffin, C.J., Hewings, A., Curry, M.J., & Lilis, T. (2003). *Teaching Academic Writing: A Toolkit for Higher Education*. London, England: Routledge.
- Fareh, S. (2010). Collaborative peer evaluation: Best practices for group member assessment. *Business Communication Quarterly*, 65(1), 3601. doi: 10.1016/j.sbspro.2010.03.559
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors, and suggestions. *Journal of Education and Social Sciences*, 4, 81-92. doi:10.20547/jess0421604201

- Ferris, D.R. & Headgcock, J.S. (2005). *Teaching ESL composition: Purpose, process, and practice* (2<sup>nd</sup> Ed.) Mahwah, NJ: Lawrence Erlbaum.
- Gabrielatos, C. (2000). *EFL writing: Product and process*. Retrieved on September, 8, 2019, from [http:// www.gabrielatos.com/Writing.pdf](http://www.gabrielatos.com/Writing.pdf)
- Gadd, T.R. (2006). *How to write a paragraph grades 5-10*. New York, NY: On The Mark Press.
- Gueldenzoph, L. E., & May, G. L. (2002). Collaborative peer evaluation: Best practices for group member assessment. *Business Communication Quarterly*, 65(1), 9-20.
- Harmer, J. (2004). *How to teach writing*. England: Pearson Education Limited.
- Hashemnezhad, H., & Hashemnezhad, N. (2012). A comparative study of product, process, and post-process approaches in Iranian EFL students' writing skill. *Journal of Language Teaching and Research*, 3(4), 722-729. doi:10.4304/jltr.3.4.722-729
- Jochems, W. (2004). *Integrated e-Learning: Implications for pedagogy, technology, and organization*. London, England: Routledge Falmer.
- Johson, A. P. (2008). *Teaching reading and writing: A guide book for tutoring and remediating students*. Plymouth, England: Rowman & Littlefield Education.
- Klimova, B. F. (2014). Approaches to the teaching of writing skills. *Procedia – Social and Behavioral Sciences*, 147-151. doi:10.1016/j.sbspro.2014.01.1149
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney, Australia: University of New South Wales Press Ltd.
- Laxmi, R., & Ali, S. S. (2018). Academic writing challenges at Universities in Saudi Arabia and solutions. *International Journal of English Language, Literature, and Humanities*, 4(10), 295-296.
- Mayers, A. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York, NY: Longman.

- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218.
- Nunan, D. (2003). *Practise English Language Teaching, International Edition*. Singapore : McGraw Hill.
- Onozawa, C. (2010). *A study of the process writing approach: A suggestion for an eclectic writing approach*. Proceedings of Kyoai Gakuen College, Japan, 10, 153-163.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. New York, NY: Peason Longman.
- Odom, S. Glenn, B., Sanner, S., & Cannella, K. A. S. (2009). Group peer review as an active learning strategy in a research course. *International Journal of Teaching and Learning in Higher Education, 21*(1), 108-112.
- Pasand, P. G., & Haghi, E. B. (2013). Process-product approach to writing: the effect of model essays on EFL learners' writing accuracy. *International Journal of Applied Linguistics & English Literature, 2*(1), 75-79. doi:10.7575/ijalel.v.2n.1p.75
- Prins, F. J., Sluijsmans, D., Kirschner, P., & Strijbos, J. (2005). Formative peer assessment: A case study. *Assessment Evaluation in Higher Education, 40*(4), 417-444.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed). New York, NY: Cambridge University Press.
- Samsudin, Z. (2015). *Comparing the process approach with the product approach in teaching academic writing to first-year undergraduate*. Paper presented at the International Seminar on Language Teaching, Malaysia.
- Seow, A. (2002). The Writing Process and Process Writing. In J. C. Richards & W. Renandya (Eds.). *Methodology in Language Teaching: An anthology of current practice* (pp.315-320). Cambridge University Press.
- Shaugnessy, M. P. (1977). *Introduction to errors and expectations: A guide for the teacher of basic writing*. New York, NY: Oxford University Press.
- Steele, V. (2004). *Product and process writing: A comparison*. Retrieved on August, 20, 2019 on <https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>.

- Susanti, H. (2009). *Elementary school students' improving writing skill in descriptive text using miniatures as the media*. (Unpublished Undergraduate Thesis). Universitas Semarang, Indonesia.
- Tran-Thanh, V. (2017). *Preparing students for writing : The combined approach*. Paper presented at the 2017 KOTESOL International Conference, Seoul.
- Wali, F. (2017). *Process-oriented writing and peer reviewing in the Bahraini English as a second language classroom: A case-study*. (Unpublished Doctoral Dissertation). Dublin City University, Dublin, Ireland.
- Weimer, M. (2003). Focus on learning , transform teaching. *Change*, 35(5), 49.



## APPENDICES

**There are some questions to some lecturers that researcher gives to the lecturers who will be the participants in this research, those are:**

1. How do you teach Basic Writing?
2. Is there any specific activity? Please explain them !
3. Why do you prefer that way?
4. Do you think the approach can improve the students' Basic Writing skills?
5. What do you expect from the class that you teach?
6. Do you achieve that expectation from the student?
7. Did you have any challenges or problems in teaching English Basic writing ? What are them ?
8. What obstacles do you commonly face in the teaching process?
9. How do you deal with that problem ?
10. What are some tips that you think are effective in establishing good English teaching Basic Writing ?
11. What are your recommendations or suggestions for the student about how to improve their basic writing skill ?

## INTERVIEW TRANSCRIPTS

### 1. Participant (HQ)

**M** : Assalamu'alaikum wr.wb.

**H** : Wa'alaikum salam wr.wb.

**M** : So,my name is Mardhatillah. I conduct a research about the approaches the lecturers use in teaching English basic writing, A case study at UIN Ar Raniry. Could you briefly introduce yourself, Miss.

**H** : Thank you very much. My name is Hijjatul Qamariah. I formally taught basic writing in hmm, I do not know semester two, last semester two at UIN Ar Raniry. I think it about last two years. It bit a long yeah.

**M** : The first question is how do you teach basic writing.?

**H** : So because the basic writing, actually, we deal with many basic things before we write a paragraph. So in basic writing we we deal with, even with a very basic types of sentences. So, maybe simple sentence is it's common for them, but then we, I think it's a kind of review for them like, I taught them about complex and compound sentences. And also related to the paragraph. I also taught them basic component of paragraph including the way in the process of writing, like brainstorming many other types of many stages of that. So basically I do like a kind of process approach in writing with dealing a lot of samples in practices.

**M** : Is there any specific activity?

**H** : Yes, because we do. It's not only like I say, a theoretical things, not only teaching them about how to do like to analyze the assessment, the assignment, and brainstorming and also other other steps like probably writing a topic sentence in, maybe write some supporting sentences in concluding sentence. We do a lot of activities like basically, we don't do really much with discussion. We do a lot of practice activities. Instead of doing that, individually, most of the time I make them sit in the group, so I think like, a grouping them with a friend with some friends, it can make them understand what I told. I mean, it helped me a lot. Say it's a kind of like peer assistance. So, but sometimes we do some individual activities like writing by themselves and we discuss what they write. It's kind of like analyzing and show me through the power point what they have write. So was it was it correct or what they write like for example, a topic sentence. We we practice a lot how to write a good topic sentence, I mean, most of them want to present what they write. So the others also explain about maybe what is the mistake from the sentence the kind of analyst so it's tiring for me also and for them. But yes, we do a lot of we do a lot of things. We did a lot of things with. Yes writing.

**M** : Why do you do preferred that way?

**H** : I think writing, I know it's a kind of like you could do something when you write. Some, some, some students are really good when they do it by themselves. But I think in that class, I mean, in the class that I previously taught, I think it works for them when I sit them in a group like they can have more discussions. Most of them I think, I don't know . They are not they were

not shy to me and asking a lot of questions , but I think peer have those a lot. So I think it's good, because it's a big class with a lot of students. So I can accommodate them by sitting them in a group. So, yeah. So I think it's a it's a good way to do that.

**M :** Based on your explanation, you said that you implement process approach , right. So did you implement the other approaches?

**H:** In my writing class in our writing class, most of the time, I just do like process writing. Other approach like other methods we do. It's not about the the way how we they produce the writing. Maybe it is about the way how they produce the writing. I basically only use the process approach But the way how and then the classroom run, how I manage the classroom so it is basically I don't do like individual activities, but I prefer like peer assistance, grouping and like presentation and analyzing what they write and then I show them in the PowerPoint. It's better how the way I run the class, by the way, how they I teach writing, it's basically process approach.

**M :** So, what do you expect from the classes that you teach ?

**H :** I prefer this to be the product, I mean, the objective of the syllabus. In basic writing, they should be able to write the paragraph and understand some process of writing like brainstorming and editing and maybe drafting nd so on. So I only focus on that objective and but I also like told them some grammar things like mechanically relating to the mechanic, punctuation and so on. And also, yeah, even though I told them about how we produce complex and compound sentence, but most of the time when I wrote, I mean,

when I read their writing, they produce a lot of fragments, which is not a sentence. So, yes. I think the only focus in that if they can write a good paragraph, I think that a typical. And yup.

**M :** Did you have any challenges or problem in teaching English basic writing?

**H :** I think I don't find it and I didn't find any challenges when I taught them basic writing, I loved writing and then I taught some intermediate writing before so I don't have any problem okay, surprising but yes, of course in basic writing, I should make sure they like understand very well about the process of writing how to do brainstorming because I don't want like when I told them in writing two or intermediate writing, I didn't like reviewing Okay, what it's brainstorming and so on. They should be able to understand that in basic writing if I had to make sure that they understand those process, the component of product of paragraphs, how to write a good topic sentence.

**M :** What obstacles do you commonly face in teaching process ?

**H :** For basic writing, I think, in the way how I I taught in the classroom I think I don't have any problem. I didn't find any problems so far, but may be when relating to the assessment. Before I apply, like grouping or peer assistance, I did a lot of papers, because we did a lot of practices every meeting. So with a lot of students, of course, I would have a lot of papers to check. So I think it's a kind of an obstacle for me like I not only I mean, at that time, I like I didn't only teach the basic writing also taught other subjects so it's a problem for me when I cannot finish checking their papers on time and discussing that in the class. And sometimes I have like to postpone postpones giving back the

papers. For me feedback in writing is important. So when the student can see what they wrote, how is how was the result that will help them also the in learning, then when I kind of give back the papers, it's a problem not only for me I guess, but also the students side assessing the papers of the papers is a kind of upcycle for me like very talented.

**M** : So how you solve problems?

**H** : Yes. And in my basic writing when I applied like grouping peer assistance. We we deal with a lot of analyzing in the classroom, so I don't really like bringing back the papers at home and then checking in that, so I didn't I didn't deal with that anymore. Like Okay, let's let's, let's analyze the paper. So, for example, today they write the paragraph. And then in the next meeting, we're going to analyze that. So everyone can show what they write to the friends. And we also deal with the I mean, they will give the papers to the friend and then the friend will check while they are explaining what they write. I think it's quiet saving my time like taking the paper in they also can can listen the feedback like orally in front of them face to face, so I think it's really good. Then they only read the feedback like okay, this is well done, but you have a problem with these blah, blah, blah. But I think when they can, like see by themselves directly, so I think I think it's really cool.

**M** : So what are some tips that you think are effective in establishing good teaching basic writing?

**H** : I think for writing, I think we have a problem. I mean, not only the student I think but the teacher also have a problem with the writing. They are not

really common to do a lot of writing at home. But maybe my tips to improve the student's writing we can assign them the task, we just gave like a random topics for them to write. And we can give like, time for them. They can submit like maybe five papers during this semester freely to ask and then we can check but of course we cannot. We cannot like promise to give the papers back on time, but yes, they will get the feedback from them. But I think another important thing to do is the classroom activities. I know that most of the students don't really do much activities at home when they just go back to their rental house or their home. They don't really review the lessons properly. I mean, yes, they read the books and so on. But I think we should have a good like a proper portion of the activities in the classroom. I mean, classroom is the place where they can explore what they write. They know the answer about what they've learned whether it is wrong, it is not correct, or is it in appropriate yet, so I think we should feel like more. How to say more effective activities in the classroom. It probably will help them learn in writing .

**M :** So we know that some of student not familiar English right. So do you have any suggestions or recommendations how they can improve their basic writing ?

**H :** So we we think about the problem with the English I think it is really broad things to discuss. Because when we deal with the English students not only have a problem with writing, of course, they also have a problem with other skills like speaking of course, maybe reading, they can read, of course, they can read, but they don't know how to read properly. I think my suggestion,

like I also a learner, I mean, I learned English before. Like, then I'm still doing it now struggling like that. But my suggestion is, I do a lot of practices. Like I set my own goals. Okay, I should be able to understand this and I set my own goal and then practice is it a lot. Like speaking, I do a lot of practicing in front of the mirror or practice with friends and so on . For writing maybe I can be suggestion like, just think about random topic that you'd like to write and then try to write it down. Not only thinking because writing is not about thinking it's just put down the ideas on the papers, write it down. Don't worry about like, the grammar. But yes, please try to like I don't want to write any more simple sentence I have to write more sophisticated sentences by maybe complex, more sophisticated structure. I think we should set our own goals. So if you want to have a good I mean to produce a good writing, you should practice and set your own goals.

**M :** Thank you Miss for the information.

**H :** Yes you are welcome. I hope it can help.

## **2. Participant (SW)**

**M :** Assalamu'alaikum wr.wb.

**S :** Wa'alaikum salam wr.wb.

**M :** So,my name is Mardhatillah. I conduct a research about the approaches the lecturers use in teaching English basic writing, A case study at UIN Ar Raniry. Could you briefly introduce yourself, sir .

**S :** Yes I am one of lecturers of PBI pendidikan bahasa inggris of tarbiyah and teachr training faculty of UIN Ar Raniry . Her one of the courses I teaching is Basic writing you are writing on basic writing?

**M :** Yes

**S :** So now I am head of my library here. Yes, I think I teach or I used to teach basic writing of the PBI program. So what do you want to know? I will explain

**M :** So how do you teach Basic Writing class?

**S :** I follow constructivism. So, you know, teachers as facilitators facilitator. So I direct my students, the class is really center. So, students are more active than me than teacher than lecturer. I explain something very clearly to make them understand the concept of what is the the concept of the most I call the previous knowledge for example before this before this class also referred to for the secret it relate it to basic writing , grammar because it relate it to basic writing.actually not very basic in the classroom. And a university student , I use a book the title is paragraph development . so the class stress on paragraph development because you can write a good paragraph means you can write. So, textbook , journal articles ,etc consists of paragraph.so you can organize sentences in a paragraph means you can write. There are the stress of the class. Because this is basic, basic for university student not basic for high school students different. Now basic for universities today so how to develop paragraph, how to identify a topic sentence how to write supporting sentences. I don not want them to jump on other issue, but they still write in

one paragraph. one paragraph means one issue. One, one idea. So there what I stress on the classroom. And then what does it mean support ? support means supporting sentences, the strengthen to prove to deeply serve, to argue to support topic sentences and then concluding sentence some time don't have some time you have. topic sentence usually allocated in the first the first sentence of paragraph . but not always but usually . this I stress more exercise because you know the students center I get them to practice writing and then I get them to share, I get them to write his or her paragraph on the black board most of the time groups paragraph cause you know in the classroom I get them to cooperate, to collaborate to cooperate, to cooperate in the classroom in the small group. The classroom consists of groups of students. So they can share, they can discuss. They can have one another , the strong, help the weak, the weak, help the strong they develop their paragraph. We don't want the class to be dominated by one person, at least every student has a chance to speak , has idea. So, he deserve to express her or his idea . and everybody so important. So, the classroom sometimes a little bit noise noisy. of course I get them to discuss the produce a paragraph of course based on the manual based on the theory based on the not template, but based on the example not following, not free writing the universities student learn to write. They don't want to be for example free freelance journalists provide them with good writing in academic writing. This leading to academic writing, because I get them to do assignment and get them to do a lot of work in this class practice, because more practice make perfect there is quiz , assignment, and final. In the every day they have to train , there are many kind of

paragraph and I take several examples. First of all identify topics and my idea is So, sometimes being working closely so they have to know what they are So we equip them to be independent learners.

**M :** So is there any specific activities such as brainstorming or another things? Is there any specific activity in the classroom?

**S :** Of course there are specific , I get them to write to discuss and then among others produce a paragraph, and then explain write the paragraph on the blackboard and then I call out when I ask their classmates, the students to criticize the support to add a sentence. From the paragraph development , I also teach punctuation, punctuation is also really important when you write full stop when you write comma, and etc.

**M :** So why do you prefer that way ? Why do you prefer that way ?

**S :** Because that way is seem more effective should involve practice. So more practice in writing class. So don't don't be too much. Students who like to go coffee. They get used to relaxing task so they relax but they have to do task activities.

**M:** So Sir, what do you what do you expect from the class that you teach?

**S :** I expect ,I want everybody at the end of the class or after the class, they can write a simple paragraph but more of academic writing more quotation in the quote is just simple on common. I mean, they don't have to put like innote footnote, not yet. So my target ,my living objectives now. I hope they can write Simple paragraph in English.

**M :** So do you achieve that expectation from the class that you teach?

**S :** Of course. So at the end of the class I test them ,testing them I saw the result, very very satisfactory , I am very happy with the result our student a good student .

**M :** Did you have any challenges or problems in teaching basic writing?

**S :** Not very serious. Some of students are lazy , their, their ability, their ability in writing some student are good some are not. Those are our problem, common problem, we have same problems. Some of them come from integrated boarding school better student , some of students come from just high school no practice just learn grammar a little bit. That's a problem in the classroom. They create problem.

**M :** So how do you deal with problems? How do you solve it?

**S:** I solve by sitting them in group, so they can learn from one another, you can help each other like I have mentioned the strong help the weak, the weak learn from the strong in the group in the classroom. The way to solve the problem of ability or different ability of the student

**M:** So what are some tips that you think effective in establishing English basic writing, teaching, teaching English basic writing?

**S :** My suggestion, you have to correct student paper and then you have to hand them out back to your student . your student have to hand in . you and the lecturer ,you might want to spend some time for them to read and comment

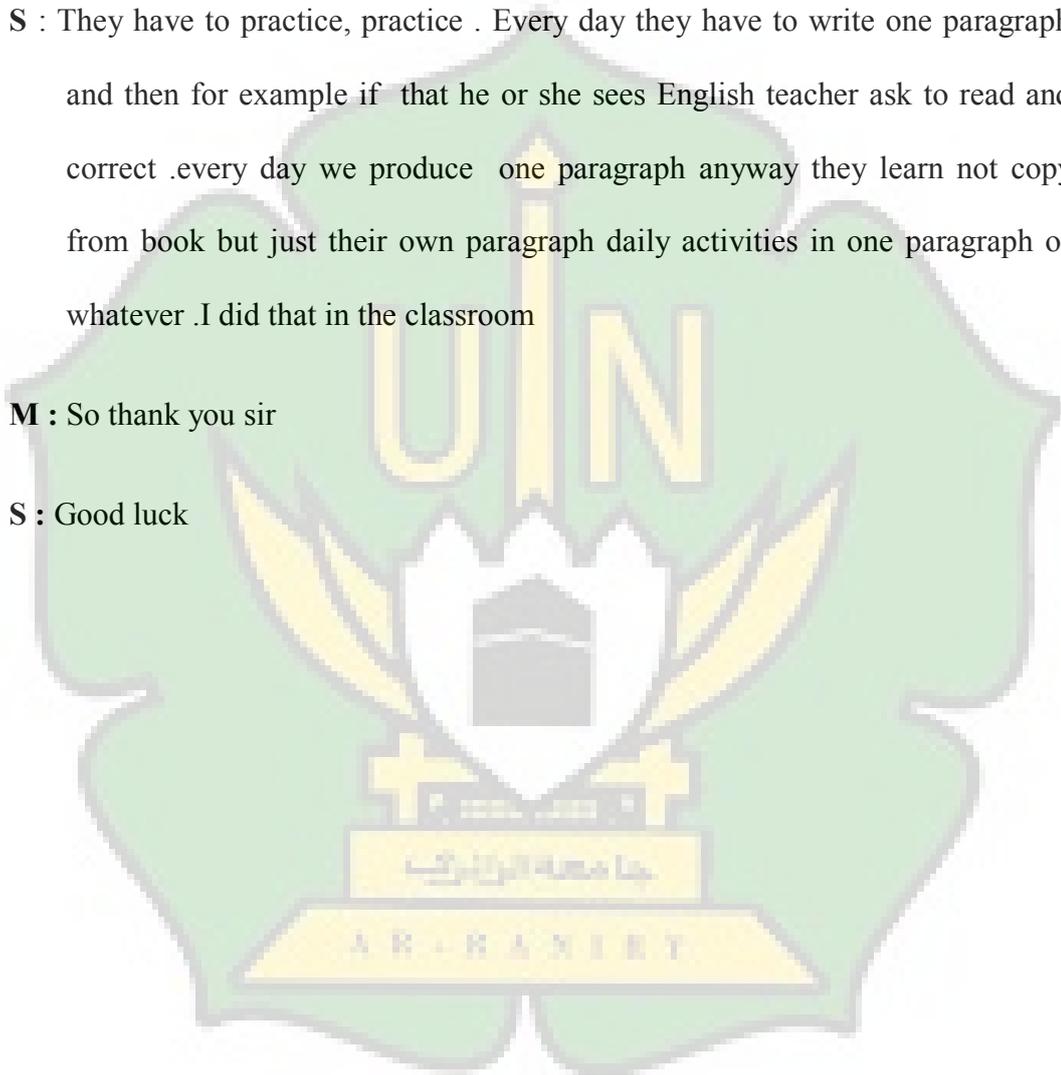
and give feedback is very important. In this way they improve . and also by presenting in the black board and then student criticize that also feedback.

**M :** What are your recommendations or suggestions for the student improve their basic writing skills.

**S :** They have to practice, practice . Every day they have to write one paragraph and then for example if that he or she sees English teacher ask to read and correct .every day we produce one paragraph anyway they learn not copy from book but just their own paragraph daily activities in one paragraph or whatever .I did that in the classroom

**M :** So thank you sir

**S :** Good luck



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 17568/UN.08/FTK/KP.07.6/12/2019

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UN.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-17109/UN.08/FTK/KP.07.6/12/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindelegasian dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Oktober 2019

**MEMUTUSKAN**

- Menetapkan :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-17109/UN.08/FTK/KP.07.6/12/2019 tanggal 02 Desember 2019
- KEDUA** : Menunjuk Saudara:  
1. Dr. Luthfi Aunie, MA Sebagai Pembimbing Pertama  
2. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Mardhatillah  
NIM : 150203025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Approaches the Lecturers Use in Teaching English Basic Writing (A Case Study at UIN Ar-Raniry Banda Aceh)
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 19 Desember 2019





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBİYAH DAN KEGURUAN  
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111  
Telpon : (0651)7551423, Fax : (0651)7553020  
E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-3087/Un.08/FTK.1/TL.00/02/2020  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 20 February 2020

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : MARDHATILLAH  
**N I M** : 150203025  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : X  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl. Balai Desa Gampoeng Ateuk Munjeng Banda Aceh

Untuk mengumpulkan data pada:

**Kampus Uin Ar - Raniry Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Approaches the Lecturers Use in Teaching English Basic Writing (A Case Study at UIN Ar - Raniry Banda Aceh**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,  
  
  
Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.fk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-223/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-3087/Un.08/FTK.I/TL.00/02/2020 tanggal 20 February 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mardhatillah  
NIM : 150 203 025  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

***"The Approaches Lecturers Use in Teaching Basic Writing (A Case Study at UIN Ar-Raniry Banda Aceh)"***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Juli 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**