

EXPLORING WRITING PRACTICES IN EFL CLASSROOM: A CASE STUDY AT ENGLISH DEPARTMENT IAIN SYEKH NURJATI CIREBON

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Abstract: *This article investigated the type of literacy writing practices in teaching writing for communication in EFL classroom especially in making descriptive text and the teacher's ways used in the writing process. This article reports on a descriptive qualitative exploration. This article aimed to find out the types of literacy writing practices are found in EFL class room and to identify how the teacher use the available materials in writing practices EFL classroom. This article uses three techniques in collecting data: observation, Interview and study of document. This study shows that the lecturer of EFL learner's uses variety approaches, methods, strategies and techniques when the researcher recorded teaching and learning writing process using field notes observation. There are use five processes: pre writing stage, writing stage, revising, editing and publishing. Several variety approaches (e.g. student center, genre based and process oriented). Then, method is mind mapping. Besides that, there are strategies (e.g. Brainstorming, guided writing, and collaborative strategy. There are techniques used include scaffolding, listing, free writing and clustering. It can help enhancing the students' proficiency in literacy practices. Beside that the comprehension in order to create teaching and learning becomes effective and efficient in EFL classroom.*

Key words: *Literacy, Writing Practices, EFL, Classroom.*

BACKGROUND

The level of Indonesian students' literacy competence in the surveys is relatively low (Lestyarini, 2013:212). As matter effect, the number of college graduates who were students becomes unproductive writing scholars. They have ability to read but have not offset by the ability to write. Therefore, it should process and result of language learning in school is often used as a reference in an attempt to measure the level of literacy. Wells (1987:110) proposes a continuum of "levels" of literacy, each characterized by what students can do with written material are per formative level, functional level, information level and epistemic level.

Firstly, per formative level involves decoding simple written messages and encoding ideas into writing according to written convention (e.g. literacy involves simple decoding and encoding skills). Secondly, Functional level involves coping with the needs of everyday life that involve written language (e.g. individuals at the second level of literacy are able to read and follow directions, complete forms requesting personal information, write messages, fill in job applications, and read newspapers and magazines). Thirdly, Information level involves the use of literacy skills in the communication and acquisition of knowledge (e.g. allows students to use written language to access the body of knowledge available to them through schooling). Fourthly, Epistemic level involves acting upon and transforming knowledge and experience that are, in general, unavailable to those who have never learned to read and write (e.g. students to "employ symbolically-mediated skills of abstraction and reasoning in structuring and solving the various problems they confront in their everyday lives" (Wells, et al, 1981, p.261).

This support from Wells's statements cited by Alwasillah (2006:109) to identify four levels of literacy, the level of per-formative, functional, informational, and epistemic. Students of university should have occupied in epistemic level of EFL learners that they have the ability to transform knowledge. Literacy "epistemic" that includes the ability deliver knowledge, discussion, and research after that report it in the language. As well be expected, students behave like educated people as a result of the ability read it and the behavior will affect the surrounding community. The levels of literacy become the last target of Indonesia language skills and English language students.

This article will explore literacy writing practices in EFL classroom especially in writing aspect to understand literacy levels of students in the EFL learners, and literacy is a targeted in improving the quality of foreign language practices writing skill. Writing is communication process. It is an important part in English skill which should be emphasized on teaching learning process in the classroom. The researcher think writing is not a natural skill because it cannot be learned automatically and easily. Baret (2006) says that "to write well, you must do a lot of thinking, and you must begin reflecting on the topic before you begin to write." In learning, literacy writing practices students should get enough practices. These practices can stimulate the students' skill writing. Even though writing is an important skill, most of English Foreign Language students are not interested in writing and the performance on writing is unsatisfactory (Mukminatien, 1991:130).

Writing practices is important because often arise in examination in university. Writing is personal, cognitive process, problem solving and situated

act as one of the literacy practices. Besides that, the ability to write descriptive texts is important to improve students' literacy in the university. It helps improve student's academic performance for several reasons, students success can come from mastering writing skill because they call for creativity, decisions making, researching and presenting. Then, students can get good career after their graduate; if they are good writer. Literacy is most important because literacy equip qualified people to develop all its potential. Literacy equip people become effective citizens, that citizens are able to change yourself, explore your own potential, and contribute to the family, the environment and the country (Alwasilah, 2012: 165). Learning literacy practices in ELF Classroom to carry out these aspects of a lesson fluently and comprehension in English is an important dimension of teaching learning for those whose mother tongue is not English (Richards, 2011:3).

Furthermore, the goal of this research, are three threefold: to help students improve their literacy writing practices especially in descriptive text for processing academic, to examine seminal case studies in the area of foreign language teaching, learning and use in EFL classroom, beside that the teachers can contribute to a coherent teaching program and play a key planning for role selecting and sequencing content and activities into units of work and classes. Finally, we conclude mastery of the language is the entrance to the education and acculturation. School is one of the places or institutions of formal education became the first site to build literacy is generally supported by the government.

Identification Types of Literacy Writing Practices in EFL Classroom

Literacy practices are patterned by social institutions and power relationship, and some literacy are more dominant, visible and influential than others. In college, writing is "a way of life". It can be interpreted that the majority of student activities, either in the form of daily duties of lecturers, semester examinations, nor charging administrative requirements, require writing skills. Without adequate ability in writing, students will find it hard to follow the learning process well, might not even be able to complete their studies. Then, the object in this chapter is six students as the participant in TBI-A first semester.

There are four types or level of literacy which exist in education world. In this article, the researcher focuses in the higher types of literacy. The forth types is epistemic that the students are expected to transform knowledge in a particular language. This is the highest level, for example English for Specific Purpose (ESP) is part of the responsibility and ability. Beside that the students can read, write and speak with symbols beginning, they have use the language to meet the needs of daily living and to access the knowledge of the languages like the students will be prepared to pursue University later. As well as fill out stuffing English, English communication and interviews as well as access wide variety of information with the English language.

METHOD

The method that used in this article is literacy or genre-based as the implications of the study of discourse. Be adapted to the curriculum in 2004 in Indonesia, the purpose of learning is to make the students be able to produce

discourse in accordance with the demands of the communication context. The method uses with literacy or genre-based approach, it as the implications of the study of discourse. It is prominent in this approach that the introduction of a variety of oral and written discourse genre mastered by students (Al-wasilah, 2012:159).

The approach in this article is qualitative rather than quantitative research. Qualitative approach, among others, rely on multiple sources of data as follows: (1) the document class, the results of observations, interviews with students and teachers about writing activities, (2) the results of pre- and post-writing interviews with students and teachers, (3) think-aloud protocols of teachers in assessing students' essays, (4) retrospective interviews with respondents about writing assignments or activities, (5) analysis of all feedback, draft essays from friends or teachers, (6) analysis of students' writing drafts, revising, and their feedback received, (7) portfolio, which is the physical evidence of what is read or written of students. This helps us to understand the particulars of writing inside out, detailed and comprehensive (Alwasilah, 2006:112). This article also focused on descriptive qualitative method. Descriptive method is a method used in a study which is not search for something or making prediction, it only describes the situation or phenomenon.

The participants of the validation study were recruited from PBI-A first semester students of English Department of Education in IAIN Syekh Nurjati Cirebon; the English department's learners could be representative respondents to make this research. The researcher will observe six students include are higher, middle, and low achiever in writing skill in PBI-A class.

Data Collection and Analyses

The researcher found in first observation, the students have the ability to express creatively and imaginatively with their own expression in writing for example, when they made a text and in the content of text there are many description from animal like Animal (Cute cat), The glass (One of the water), Aquarium (Red fish), Cat (Short and dark), etc. Then, they count how many item to describe in their paper. It made the students more understand how to describe something before they make descriptive text. They should know more anything to connect with the text. With collaborative learning they shared with the other partner, so they know mistake in text like mechanic and grammar.

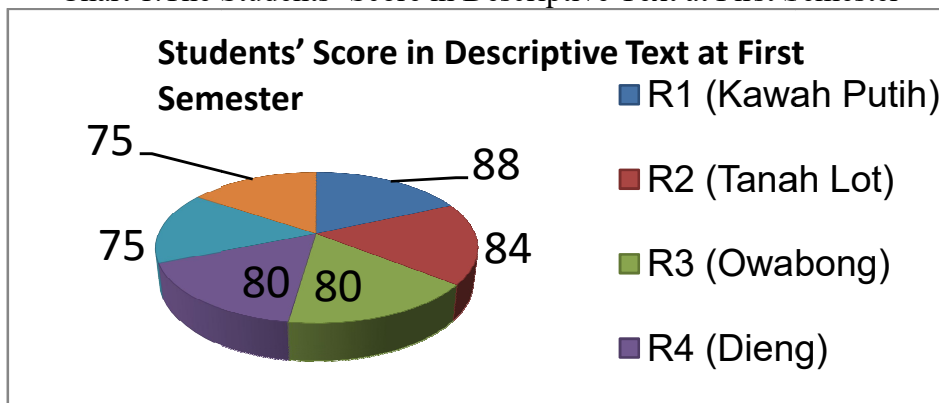
In the second observation, the student first semester has ability to write any ideas that come into their mind about the topic in circles around the main circle. They are able to enhance their intellect, sharpened views on how to create a text description, and broaden their horizons about the content of the description text. With mind mapping and scaffolding, the teacher guide the students can improve student's writing skill in making descriptive text. Besides that, the students made mind mapping has modification with color pen or symbols based our desire. It is more make sense and interesting than mind mapping poor color.

When in third observation, the researcher found students has ability to transform (change the form, function, properties, or transfer) their knowledge of a recreation or vacation in the text description. The theme from their teacher is place tourism and the researcher found some paper that different title and content for each other such as they wrote about Beach, Mosque, Mountain, Swimming

Pool, Crater of the Mountain and rock sand and cliffs formation. It seem the students in first semester have the ability to interpretation activities (commentaries, opinion or theoretical view) toward the experiences they have about describe something and that experience translates into the use of language in the text description. But students have already found problems since the beginning of writing process. The problem such as how to start write in first paragraph, arrange and display ideas are common problems faced by students.

In order for a process-writing approach to work well, lecturer to rethink the way in which they react to their students' work in place of making correction to a finished version; they will need at times to respond to a work-in-progress. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing. They are included the higher, middle and low score in writing class with the lecturer especially in making descriptive text.

Chart 1. The Students' Score in Descriptive Text at First Semester



Based on pie chart above, the students have ability in some indicators assessment in rubric descriptive text. In that rubric, there are four descriptive paragraph criteria in every aspect. There are six important aspect when the teacher analyze include Topic Sentences (TS), Supporting Detail Sentences (SDS), Concluding Sentences (CS), Word Choice(WC), Mechanics and Grammar(M&G), and Sensory Details (SD). These are the detail the result of student's document from descriptive text.

The result of data gathered is the researcher found that in Topic Sentence (TS) there are three student do well written the topic sentence with correctly placed, and introduces the topic but three student other write topic sentence is complete and introduces the topic. In their paragraph has 6 or more Supporting Detail Sentences (SDS) that relate back to the main idea. Furthermore, in Concluding Sentence (CS) most of the students have conclusion is complete, relates to the topic but is simple. In other hand, there is student attempt was made to conclude but is incomplete or does not relate to the topic. Then, in Word Choice (WC), most of the students use adjective words and phrases that linger or draw pictures in their mind, but occasionally the words are used inaccurately or seem overdone. Besides, in Mechanic and Grammar (M&G), in their paragraph

have one or two punctuation, capitalization, and spelling. In Sensory Details (SD), the student's text has three of the five senses (sight, touch, and taste).

After the researcher interviewed the teacher about the types of literacy writing practices in his class. There are nineteen questions for teacher interview and the researcher got some the important information are: firstly, students has ability to transform their knowledge and experience into their text and most of students have to express their text with using some element in descriptive text like language features, characteristic, and tenses. Secondly, students still told the sense of language that is still lacking, for example say "I meet with you" be "I meet you." For some Britons is problematic, whereas for some students still raised by the word "with."

Thirdly, the condition of students PBI-A first semester is already passing beginner level but the fact is still lacking quality. Actually, the ability of children has been intermediate. Because students must write rising with time, their misery there. It is not easy for their idea scan into the text with a fast time. In real life someone can be writing for days until months. Fourthly, their writing within 10-15 minutes is the rapid inclusion. Then, the difficulty for the students in first semester is toying with words or express in words. Because in most English classes using the concept of factual text. While they was more interested in writing in the form of literature. The main difficulty is the grammar that likes to be, using V1, V2, V3 and capital). Afterwards, sentence structure unlike the structure of English sentences but are still based on Indonesian sentence structure.

The Teacher S' Ways Uses Available Materials In Writing Practices EFL Classroom

The researcher investigated this data in nine times. It begins from 12 September 2015 until 26 November 2016. The time includes in IAIN Syekh Nurjati Cirebon collected in three times. In collecting the data, the researcher took the data while English subject is available. The researcher assumed that this data is significant, especially for the teacher. It is because teacher has many roles in the classroom while teaching and learning process although some components in learning process (e.g. Students, classroom management, and media, materials) have similar obligation in creating learning process became efficient and effective. To carry out those components needs namely approach, method, strategy and model of teaching. To use the material, the teacher should create those component will be running well in learning writing practices in EFL class. That is because teacher as the controller, manager, facilitator, director, etc. This study focus on how the teachers use available material focused in descriptive texts which are divided into five processes. According to Christine (2003) says that there is the diagram below illustrates the writing process.

Figure 1. An example writing process in PBI-A First semester



- Pre-writing: an activity of a student in seeking and find something they want to put forward. Activities in this stage include topic selection, think about the purpose, shape, and readers, as well as compress and organize ideas.
- Writing: making draft is done immediately after the current students express experiences orally. The first draft will be continued and changed by writing the second draft and so on.
- Revising: Improve and enhance writing or find errors in the draft text.
- Editing: Learners (with the help of their teacher, caregivers, or classmates) proof read their work to make sure that there not any content errors and grammatical or spelling errors.
- Publishing: The writing piece is rewritten in a published or presentable form, in the student made book, on a special paper on a computer so that it can be displayed or shared.

The Result of First Observation

There are some descriptions of the steps to teach descriptive text that the the lecturer used. It is not only teaching and learning process but also how the lecturer used approaches, methods, strategies, and techniques as ways in learning writing process which the researcher recorded. From the data of teaching and learning process, the researcher analyzed the stages that did by Mr. King and it is also taken from some theories in order to make reinforce in the researcher's analyses. Furthermore, the researcher found analysis about some approaches, methods, strategies and techniques that used by Mr. King in his teaching and learning process in writing class. The researcher analyzes it into five processes as explained above. It can be seen in the following table:

Table 1.Mr. King's approaches, methods, strategies and techniques
In the first observation

Mr. King's used approaches, methods, strategies and techniques in teaching writing composition				
Stages	Approach	Method	Strategies	Technique
Pre-writing stages	Student center	Mind mapping	Creating brainstorming to activate their concentrate	-

Writing	Process oriented	Mind mapping	Guiding writing	Listing
Revising	Process oriented	Mind mapping	Colaborative Writing	<i>Ibid</i>
Editing	Process oriented	Mind mapping	Collaborative Writing	<i>Ibid</i>
Publishing	Student center	Mind mapping	Guiding writing	<i>Ibid</i>

The Result of Second Observation

In observation 2, the researcher recorded teaching and learning writing composition of descriptive texts process. As usual Mr. King always greets students and asked their readiness to study. From teaching and learning process which described above, the researcher found analysis about some approaches, methods, strategies and techniques that used by Mr. King in his teaching and learning process in writing class. In this case, there are many similarities in previous approach, method, strategies and technique that used but certainly it has the distinguished. However, the researcher should make an analyzed about that because it is based on the researcher's research. It is assumed that the similar strategies and techniques can be different from approach and method. The researcher analyzes it into five processes as explained above. It can be seen in the following table:

Table 2.Mr. King's approaches, methods, strategies and techniques
In the second observation

Mr. King's used approaches, methods, strategies and techniques in teaching writing composition				
Stages	Approach	Method	Strategies	Technique
Pre-writing stages	Genre-Based Approach and student center	Mind mapping	Creating brainstorming to activate their concentrate	Clustering
Writing	Process oriented	Mind mapping	Guiding writing	Scaffolding
Revising	Process oriented	Mind Mapping	Guiding writing	Scaffolding
Editing	Process oriented	Mind mapping	Guiding writing	Scaffolding
Publishing	Student center	Mind mapping	Guiding writing	Scaffolding

The Result of Third Observation

In the last observation which conducted at 14May 2016, the researcher recorded the process of teaching learning from the first activities to the last

activities of learning descriptive text. It is not only because this is the last observation but also the last descriptive text material that taught to him. The researcher found analyze about some approaches, methods, strategies and techniques that used by Mr. King in his teaching and learning process in writing class. In this case, there are many similarities in previous approach, method, strategy and technique that used but certainly it has the distinguished. However, the researcher should make an analyzed about that because it is based on the researcher's research. Thus, in this observation, as usual the researcher made an analysis about five writing processes. Those are: Pre – writing, writing, revising editing and publishing. The description of those described below:

Table 3. Mr. King's approaches, methods, strategies and techniques
In the third observation

Mr. King's used approaches, methods, strategies and techniques in teaching writing composition				
Stages	Approach	Method	Strategies	Technique
Pre-writing stages	Student center	Mind mapping	Creating brainstorming to activate their concentrate	Clustering
Writing	Process oriented	Mind mapping	Guiding writing	Free Writing
Revising	Process oriented	Mind Mapping	Guiding writing	Scaffolding
Editing	Process oriented	Mind mapping	Guiding writing	Scaffolding
Publishing	Student center	Mind mapping	Guiding writing	Scaffolding

DISCUSSION

This article provided an overview of what types of literacy writing practices and the teacher's ways used in writing descriptive text. From the observation conducted with first semester students through a checklist observation in class and interview to six students. The results from this research are based on all data gathered from observation, study document and validation with the interviews by the researcher. The researcher found types of literacy writing practices in PBI-A first semester is epistemic types. They have epistemic type in literacy writing types because they have been transform their knowledge about how to write good text and their experience into descriptive text. Most of students have understood all elements (language features, characteristic, and tenses) in making descriptive text.

The student's enthusiasm when they follow writing process. Then, most of students active to ask descriptive text and there is interested from the students in making a paragraph writing with the theme "places tourism." Unfortunately, most of students still confused how to start to write in the first paragraph, arrange sentences into sound like English not Indonesian, using good grammar and display the ideas are common problems faced by students. Besides that, students

PBI-A first semester has shortcomings that must be considered by teachers who support students to improve their abilities or knowledge about writing such as choice of words used, Concluding sentences, mechanic and grammatical, and sensory detail in the text description.

The lecturer uses approaches used by lecturer are student center, process oriented approach and genre based approach. Then, the most common used method was mind mapping. After that, the lecturer used strategies were: guide writing, collaborative strategy, and brainstorming. Furthermore, the most common used techniques were: listing, free writing, scaffolding, clustering. These are as the lecturer ways to teach descriptive text material more easy to understand for the students. From the researcher's calculation, it is about the higher, middle and lower students had good response on receiving the lecturer's ways towards students writing practices in descriptive texts.

Besides that, the lecturer has three principles when he teaches writing skill namely guided, control, and free. It means that the teacher as facilitator give control with he decided the theme for making descriptive text like students should write about tourism attraction. In the writing process, the teacher always guide students how to write good text. Then, students can free to write based on their ideas for the text. Thus, the teacher here just monitoring and facilitate students in writing descriptive text. The selection of topics was by both teacher and students as a motivating way to make students write. Most of students could not ignore grammar, and spelling even they write first draft. From this observation is all students showed positive response towards the activity assigned by the teacher since they were actively engaged in oral discussion with each other, they were brainstorming and generating ideas, they spent few time in writing, revising, editing and correcting their errors with their teachers. But, some students felt difficult and confused when lecturer used English for explained the materials. Sometimes he translated in Bahasa when he explained. Sometimes, they are not understood what he said in front of the class.

Teacher gave opportunity to the students' free write for the content of the text. Those are important when the students can improve their ideas and knowledge in writing process. He teacher does not limit students to pour all of the ideas they have in the text that they make. They are free to describe something according to their knowledge and understanding. Furthermore, teacher used clustering because he ordered the students writing a key word or phrase and then jotting down other ideas that spring from it, tracking this path of ideas with connecting lines. Their key word or phrase may generate a number of ideas that radiate from it; each of these, in turn, may produce additional ideas. He used this technique when students started made mind mapping for descriptive text.

Based on interviewed by the researcher found that learning in the classroom to make students interested in writing for lecturer encouraged students to be able to write in English other than the lecturer also motivates us to continue exposure of English such as reading some Betty's grammar books or writing English's articles. Writing's teacher is a calm figure so as to make the students feel comfortable learning beside it Mr. King is a figure that diligently go into the classroom. The way of teaching in writing process, Mr. King instructed students to use colored pens or markers to highlight words or sentences to mark the grammatical structure or content within the text.

Finally, from the result of observation and interview by the researcher, teaching writing descriptive text by Mr. King has been good. Most of the students feel comfortable, fun and more excited because one of them there are games in the learning process in class writing in this course. In the subject of writing is also required to write a journal as a passport to go to class. Once collected, lecturer will tell the parts that should be fixed. Mr. King as writing teacher to introduce linguistic knowledge includes knowledge of vocabulary, words, sentence structure and genre of English. He also made learning be fun with some motivation, joking, simple strategies and techniques that easy to understand for all the students in PBI-A first semester in Teacher English. In other hand, some students felt confused when he used English language in their explanation about descriptive text. For the students think English as Foreign Language use English still has long time to make be behaviorism in using English language in their communication with their teacher in the classroom.

CONCLUSION

Overall, the learners perceived the targeted of the higher types of literacy writing practices in making descriptive text. Thus, students of PBI-A first semester in English Department of Education IAIN SyekhNurjati Cirebon has epistemic types as the higher level in literacy writing practices. They still have many shortcomings that must be considered by teachers who support students to improve their abilities or knowledge about writing. The examples such as there are some mistakes in Choice of words used, Concluding Sentences, Mechanic and Grammatical, and Sensory detail in the text description. Beside that student should know more things that should be corrected by the students as a provision for them to improve their ability to write. Then, this affects teachers in presenting and introducing the description text that is much more easily understood and students become more creative and imaginative.

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