



Teaching Essay Writing to the ELT Students'

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**Abstract:**

*Essay writing ELT students' is considered as one of the most important academic courses in a supposed program help develop students' skill. The research subjects were 11 students of class 2019 A STKIP PGRI Sidoarjo English Education study program. The instrument used was a questionnaire and scoring rubric. The technique for data analysis is qualitative. In analyzing essay writing data with a questionnaire and scoring rubric are as follows. Taking the data questionnaire was conducted using 15 questionnaires in a student's response to learning essay writing with Google Form with answers to yes and no. respondents who answered yes as much 84,23% and than respondents who answered no as much 21,22%. Then got data based on scoring rubric was carried out by assessing and correcting the essay writing results of 11 students of class 2019 A. The result were assessed using a scoring rubric consisted of 5 aspects, namely format, mechanics, content, organization, grammar and sentence structure. From the description above, the average value was 87.3. This study presents a research report on teaching essay writing to the ELT students. The aim is to find out students ability in essay writing and students responses in essay writing classroom.*

**Keyword:** Teaching, Essay Writing, ELT Students

**INTRODUCTION**

Writing has always been regard an important skill contributing to students' language learning (Sari, 2019). Teaching ELT Writing is a text that can be used for English language teacher education programs and those ELT teachers

interested in furthering their own professional learning. Al Sharaeai (2012) identified students opinions regarding the same matter.

Therefore, the development of writing skills always exists in the English classroom along with the other

three skills. However, when writing is not chosen to be the skill to focus on in the lesson plan, English teachers may assign the students to practice writing through a journal to be submitted regularly, for example, it is written after the completion of a lesson or a unit of a textbook (Widiati, Rohmah & Furaidah, 2014).

Writing has an important role for students when learning to use language (Sari, 2018). One of the writing skills that students can learn is essay writing. An essay is a paper that describes a problem or personal perspective that is explained in a direct and cursory manner. In general, an essay that is easy to understand is usually an opinion with the help of argumentative points. The more trained we are in writing essays, the better our ability to write other forms of writing such as: academic writing, scientific writing, argumentative essays, or various types of English texts (Abbas, 2017). 'Essay writing ability' refers to the participant's ability to write essays of different lengths exhibiting attention to a set of criteria. These are 'Mechanics', 'Content', 'Style', 'Logic', 'Grammar', 'Vocabulary', 'Diction' and 'Rhetorical aspects', including organization, cohesion, unity, topic, occasion and appropriateness to audience (Jahin, 2012). The incompleteness of the sentence indicates that the students do not fully understand the use of adjectives in English (Sari, 2019). Surely many people are also difficult when they want to write an essay. The difficulty of students in writing essays can be influenced by several factors such as: lack of ideas, low motivation to write essays, lack of grammar or vocabulary skills, and rarely practice writing in spare time (Abbas, 2017). The teacher gave a list of difficult words before the teacher delivered the text to the students' (Sari, 2016).

Lack of ideas is one of the difficulties in making an essay. When we lack ideas, cheating arises by copying other people's papers without quoting. We

know that writing an essay is not just about writing ideas, but also organizing words. They suggest a tendency by us to rely on the use of quotations in their essays and use sources to present knowledge or arrangement of ideas (Ramoroka, 2014). With quotation, we will not be considered as someone who steals the ideas of other writers on their own behalf. Low of motivation is a barrier to how difficult we want to write ability an essay. The essay has low prestige being a student genre, not one that disciplinary experts have to write. Their understanding of the exact nature of the essay in their discipline may therefore be implicit and vague (Wingate, 2012).

Limited grammar and vocabulary skills also make us unable to write essays. Grammar is also very important for good essays. This will make the essay a neat wording. Vocabulary serves a key the requirement for ideas to flow in the right ground. In this regard, many researchers in the field attempt to identify the reason behind such a difficulty (Belkhir & Benyelles, 2017). To solve those problems, students said they usually ask for feedback from teacher, do editing and revising, outlining, ask friends for being prove-reader, and read for improving their vocabulary.

(Rahmatunisa, 2014). English language and writing teachers must pay attention to errors which result in illogical or confusing written essays (Mweru Mugambi & Nicholas Achoda, 2020). It is needed to establish whether revision is indeed a problem; and if it is, essay should also deal with editing and revision strategies. (Jacobson & Reid, 2010)

Based on those phenomena, it is significant to solve the problem by using effective approaches in teaching essay writing to the ELT students. The researcher is interested in using process writing approach to teach writing ability especially in teaching essay writing. Then finally, we can never write an essay if we don't practice it every day. All will be in

vain when the science of writing is not applied every day. One day our writing will fade and disappear instantly in our minds because we do not get used to it. The more accustomed to it, the more you can improve the quality of your essay.

To that end, we improve all our writing abilities in grammar and vocabulary and motivate ourselves to practice our creativity every day in making essays. In designing courses that use essays (term papers) as part of an assessment strategy, it would be extremely useful to know how students as novice writers make use of source texts to generate the eventual essay. (Robertson, 2014). Continue to write essays as a means to practice our writing ability skills.

## **RESEARCH METHOD**

This research discussed the student's ability in essay writing and student's responses in essay writing classroom at college students of class 2019 A STKIP PGRI Sidoarjo English Education study program. According to Sugiyono (2010) research method means the scientific way to get data with the purpose of certain objective and utility. Based on the purpose of the study and the research question, the study was conducted in the form of qualitative study. This study took place in STKIP PGRI Sidoarjo. Since the research was conducted at the college students of STKIP PGRI Sidoarjo. Then the subjects of the study were the college students and the lecturer. Based on the purpose of the study, the object of the study is the student's ability in essay writing and student's responses in essay writing classroom at college students of class 2019 A STKIP PGRI Sidoarjo English Education study program. This study involves some technique of collecting the data. Those are questionnaire, it was conducted to get student opinion and argument about the essay writing.

The process of data collection requires the researcher to follow the steps in collecting the data. Firstly, preparing the instruments, selecting the informants or subject of the study, investigating data through the technique and strategy applied in the research, in this study, taking the data questionnaire was conducted using 15 questionnaires in a student's response to learning essay writing with Google Form with answers to yes and no, collecting information needed and analyzing the data and making conclusion. After getting the data by collecting them in various techniques, the data is analysed qualitatively in the form of description. However, the data in the form was assessed through close questionnaire. The second one is scoring rubric, it was conducted to get data presentation of student's was carried out by assessing and correcting the essay writing results after carrying out the research as a whole. The intention of this phase was for the teacher in order to work with the students' to develop a targeted text (Sari, 2019).

## **RESULT AND DISCUSSION**

Description of respondent data is useful for knowing the background of the respondents who are the subjects in the study. Through the description of the respondent's data, it can be seen that the sample selection is in accordance with the population and sampling technique or not. Respondents in this study were described based on 2 characteristics. These characteristics are based on a questionnaire that describes student's ability in essay writing and a scoring rubric that describes student's responses in essay writing. The following is a description of the respondent's data based on a questionnaire and scoring rubric.

### **1. Presentation of Respondents' Data Based on a questionnaire.**

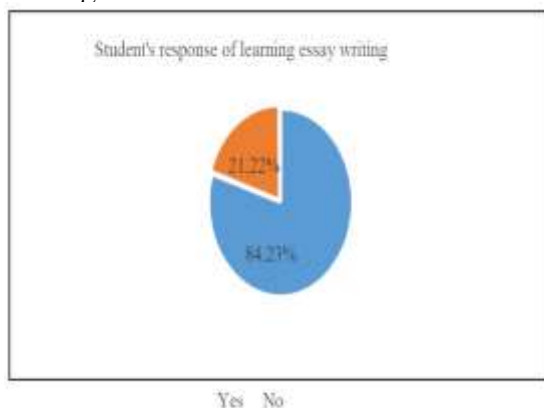
The first data description is a data description based on a questionnaire.

Presentation of respondent data based on a questionnaire was carried out by students of class 2019 A STKIP PGRI Sidoarjo English Education study program. Taking the data questionnaire was conducted using 15 questionnaires in a student's response to learning essay writing with Google Form with answers to yes and no. The following is a table of data descriptions for respondents based on a questionnaire:

Table 1. Respondents' Data Based on a questionnaire. Questionnaire.

No.	Questionnaire	Y	N
1.	I can develop essay correctly.	90,9%	9,1%
2.	I can build topic sentence into essay.	90,9%	9,1%
3.	I make timetable for the essay process.	63,6%	36,4%
4.	I note down words and short notes related to essay topic.	90,9%	9,1%
5.	I write essay an outline of my paper.	90,9%	9,1%
6.	I start essay with introduction.	100%	0%
7.	I stop after each sentence to read it again.	63,6%	36,4%
8.	I stop after a few sentences or a whole paragraph, covering one idea.	72,7%	27,3%
9.	I reread what I have written to get ideas how to continue.	90,9%	9,1%
10.	I go back to my outline and make changes in it.	63,6%	36,4%
11.	I write bits of the essay in my native language and then translate them into English.	90,9%	9,1%
12.	I go for sure in grammar and vocabulary while essay.	72,7%	27,3%
13.	If I don't know a word in English, I stop writing and look up the word in the dictionary.	90,9%	9,1%
14.	I ask somebody to help out when I have problems while essay.	90,9%	9,1%
15.	I check my mistakes after I get back the paper with feedback from the lecturer, and try to learn from them.	100%	0%
Total		84,23%	21,22%

The following is a circle diagram of the respondent's description based on the questionnaire students ability in essay writing :



Picture 1. Pie chart student's response of learning essay writing

Based on the data above, it can be seen that the classification of respondents based on the questionnaire consists of answers to yes and no. respondents who answered yes, namely the blue part occupied three quarters of the circle or 84.23%. Meanwhile, respondents who answered no, the orange part occupied a quarter circle or 21.22%.

## 2. Presentation of respondent data based on scoring rubric.

The second description of the respondents is based on the scoring rubric. Presentation of respondent data based on scoring rubric was carried out by assessing and correcting the essay writing results of 11 students of class 2019 A STKIP PGRI Sidoarjo English Education study program. The following is a table of respondents' data descriptions based on the scoring rubric:

Table 2. respondent data based on scoring rubric.

INDICATOR	MAXIMUM SCORE	MINIMUM SCORE
<b>Format – 5 Points.</b> Title centered (2), first line of each paragraph indented (1), margins on both sides (1), text double spaced (1). Total	5	
<b>Mechanics – 5 Points.</b> Punctuation : periods, commas, semicolon, quotation marks (3), capitalization (1), spelling (1). Total	5	
<b>Content – 20 Points.</b> The essay fulfils the requirements of the assignment. 5 The essay is interesting to read. 5 The essay shows that the writer used care and thought. 10 Total	20	
<b>Organization – 45 Points.</b> The essay follows the outline, and it has an introduction, a body, and conclusion. 5 <b>Introduction :</b> The introduction ends with the thesis statement. 5 <b>Body :</b> Each paragraph of the body discusses. 5 Each paragraph has specific supporting material : facts, Examples, quotations, paraphrased or summarized information, etc. 10 Each paragraph has unity. 5 Each paragraph has coherence. 5 Transitions are used to link paragraphs. 5 <b>Conclusion :</b> The conclusion summarizes the main points or paraphrases the thesis statement, begin with a conclusion signal, and leaves the reader with the writer's final and thoughts on the topic. 5 Total	45	
<b>Grammar and sentence structure – 25 Points.</b> Estimate a grammar and sentence structure score	25	
<b>Grand Total</b>	100	

(Adapted from oshima 'sbook (2006))

After carrying out the research as a whole, the results of the research from 11 students were analyzed and assessed so that the data obtained were as follows:

No	Format	Mechanics	Content	Organization	Grammar and Sentence Structure	Total Score
1	5	5	20	45	25	100
2	5	5	15	45	25	95
3	5	5	15	25	20	70
4	5	5	10	20	20	60
5	5	5	20	30	20	80
6	5	5	20	45	25	100
7	5	5	20	45	25	100
8	5	5	15	30	20	75
9	5	5	20	45	25	100
10	5	5	15	35	20	80
11	5	5	20	45	25	100
Average value						87.3

Based on the data above, it can be seen that the results of 11 students' essay writing 2019 A which were assessed using a scoring rubric consisted of 5 aspects, namely format, mechanics, content, organization, grammar and sentence structure. In the aspect of format and mechanics, students could understand it because all of them got a score of 5. In the aspect of content, students who got a score of 20 were 6 while those who got a score below 20 were 5 students. In the organizational aspect, there were 6 students who got a score of 45, while those who got a score below 45 were 5 students. In the grammar and sentence structure aspect, there were 6 students who got a score of 25 while those who got a score below 25 were 5 students. From the description above, the average value was 87.3.

## CONCLUSION

Teaching English covers four language skills, namely listening, speaking, reading, and writing. As one of the language skills, writing is the most difficult subject. Writing has an important role for students when learning to use language. One of the writing skills that students can learn is essay writing. Lack of

ideas is one of the difficulties in making an essay. We know that writing an essay is not just about writing ideas, but also organizing words. Low of motivation is a barrier to how difficult we want to write ability an essay. The essay has low prestige being a student genre, not one that disciplinary experts have to write. Limited grammar and vocabulary skills also make us unable to write essays. Vocabulary serves a key the requirement for ideas to flow in the right ground. Based on those phenomena, it is significant to solve the problem by using effective approaches in teaching essay writing to the ELT students. The researcher is interested in using process writing approach to teach writing ability especially in teaching essay writing. Then finally, we can never write an essay if we don't practice it every day. All will be in vain when the science of writing is not applied every day. To that end, we improve all our writing abilities in grammar and vocabulary and motivate ourselves to practice our creativity every day in making essays. Continue to write essays as a means to practice our writing ability skills. This study presents a research report on teaching essay writing to the ELT students. The aim is to find out students ability in essay writing and students responses in essay writing classroom.

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