

**Lecturer's Activities in Writing Class:  
A Study on Teaching Process and Technique in Essay Writing**

**Beti Nurul Kumalasari**

English Department, Languages and Arts Faculty, State University of Surabaya  
[betikumalasari@mhs.unesa.ac.id](mailto:betikumalasari@mhs.unesa.ac.id)

**Abstrak**

Penulisan esai menjadi sebuah mata kuliah yang perlu diajarkan ke siswa. Namun, banyak siswa yang masih membuat kesalahan ketika mereka diminta untuk menyusun sebuah esai. Oleh karena itu, dosen berperan penting dalam memudahkan suatu pembelajaran penulisan esai dan mencegah kesalahan-kesalahan pada penulisan. Dengan demikian, penelitian ini perlu dilakukan untuk melihat bagaimana seorang dosen mengajarkan penulisan esai yang terfokus pada proses dan teknik mengajar. Tujuan dari penelitian ini adalah untuk mendeskripsikan (1) aktivitas mengajar yang dilakukan oleh dosen selama mengajar penulisan esai (2) teknik mengajar yang dilakukan oleh seorang dosen selama mengajar penulisan esai. Penelitian ini menggunakan metode deskriptif kualitatif. Dalam pengumpulan data, peneliti melakukan beberapa pengamatan dan melakukan wawancara terhadap dosen. Untuk hasil penelitian, dalam kegiatan pra-mengajar, dosen melakukan hal yang sama seperti menarik perhatian siswa, mengaktifkan pengetahuan dasar siswa, dan meninjau ulang materi sebelumnya. Untuk kegiatan saat-mengajar, dosen lebih fokus pada penjelasan struktur/organisasi esai. Untuk kegiatan pasca mengajar, dosen jarang meninjau keseluruhan pembelajaran. Penulisan terkendali disimpulkan sebagai teknik yang digunakan selama proses belajar mengajar berlangsung.

**Kata Kunci:** Aktivitas Mengajar, Proses Mengajar, Teknik Mengajar, Penulisan Esai.

**Abstract**

Essay writing has commonly become a subject that need to be learned for students. Yet, many students still produce errors when they have been asked to make an essay. Therefore, lecturers play an important role to facilitate the learning of essay writing and to prevent errors in writing. Thus, this study needs to be conducted to see how a lecturer teaches essays writing which focuses on both the teaching process and technique. The purposes of this study are to describe (1) lecturer's teaching activities in a process of teaching essay writing, (2) the technique applied by lecturer in teaching essay writing. This study used descriptive qualitative method. To collect the data, the researcher did some observations and interviewed the lecturer. As the results, in pre-teaching, the lecturer did the same things such as attracted the students' attention, activated the students' prior knowledge and reviewed the previous learning materials. For whilst teaching, the lecturer more focused on explaining the organization of essay. In post teaching activity, the lecturer was rarely reviewing the whole learning materials. Controlled writing was concluded as a technique which was used during teaching and learning process.

**Keywords:** Teaching Activity, Teaching Process, Teaching Technique, Essay Writing.

**INTRODUCTION**

Learning English can be divided into four language skills in which one of them is writing. Writing belongs to students' language skill which needs to have a long process to deliver meanings and ideas. The words, phrase or even sentence production are the way the writers think and write as their arguments of certain topic. Furthermore, according to River (1981), writing concerns to convey such information from the writer's ideas in a new term sequentially. The term is related to the topic that students will discuss in their writing. The students might write it as well as possible based on the process of

writing a paragraph, essays, or paper in which the process itself requires students' ability to present ideas.

In college, writing is commonly practiced in every course or subject. It may include of paragraph writing, essays, or even long research papers which are sometimes aimed for final exam. Those require students' competence to express ideas, thoughts and opinion for what they want to write (Kirsznern and Mandell, 2009). Since writing is a communicative competence of language learning, knowing how to get ideas properly and arrange them into a good writing need enough knowledge of writing element. Particularly, a knowledge of arranging an essay which is one of writing types that has been taught in classroom. Essay itself is defined as a

group of paragraphs which focus on exploring ideas of certain topic (Weigle, 2001). Students require a process and practices continuously so that they will be able to make an essay in terms of well-developed structure, grammar, or content.

Regarding to accomplish a writing, a process of doing the activity is not always easy as expected for students. Even though the students can pass the writing process well, the essay production is frequently not accordance with elements of writing. Therefore, some students still produce errors when they have been asked to make an essay. For instances, there were several essays that still had several mistakes either spellings or vocabulary errors (Anggraini, 2013). Another study come from China which conducted a research through students' expository essay writing even indicated a result that most of students wrote essays indirectly. They made an unstructured essay which the ideas were still general or not specific. Drawing upon the discussion, students' mistakes can be related to learning activities they focus on. The classroom activities cannot be separated from the lecturer's roles in teaching essay writing. Also, these previous findings of the studies reflected some presumptions related to the teaching process done by the lecturer or from students' understanding of the learning materials presented.

Basically, teaching process itself is a way of presenting learning materials to students which cannot be separated from lecturer's roles on his/her teaching activities in a class. In the case, all teachers and lecturers play an important duty to ease the learning of essay writing and to prevent errors that possibly can happen in students' essay. Lecturer's teaching way, here, may affect students' outcome towards producing any type of writing since every step that has been delivered relies on lecturer's ability and accuracy. Thus, if the lecturer has less attention on preparing himself to deliver a learning material, it can lead to misunderstandings for students. Therefore, the lecturer is expected to be able to facilitate the students effectively in order to develop their writing skill.

In addition, the mistakes found in students' essay does not apparently come from their lack of knowledge, it may be caused by teaching and learning process that they have accomplished. Related preliminary study showed that one of the lecturers taught several writing topics incorrectly, specifically in writing a paragraph, she did not give enough instruction on how to structure a writing to be a good one. Then, conveying an explanation about how to choose a suitable words or word choices was not done as well (Zehr, 2015). It was also supported by Ferlazzo (2017), his study indicated that a lecturer rushed the instruction by not showing the students a

model of how to write a paragraph in an essay. As a consequence, those affected students' understanding to write a well-developed essay.

Regarding to some facts of teaching process, the study about teaching activities in essay writing is less conducted. According to the underlying principle explored, thus, this study needs to be conducted to know how a lecturer actually teaches essay writing and the technique which is used to support the learning process.

## METHODS

As it is stated in the previous explication that the purposes of this current study are to describe and to elaborate lecturers' activities while teach essay writing. Also, it is purposed to know the technique that is used by the lecturer in his teaching activity. Based on the aims of the study, this research used descriptive qualitative method in observing and analyzing teaching activity that carried out by lecturer in the class. Therefore, the data are in the form of words (Ary et al., 2010).

The subject of the study was the lecturer at one of the University in East Java who taught expository and argumentative essay writing. There was a lecturer who was specifically observed in this study. The lecturer taught one class so that the researcher took one class for collecting the data. The researcher decided to choose the lecturer because of his experiences in teaching any types of writing. The lecturer has taught for several years. It expected that the lecturer can teach essay writing to the students effectively.

For the data of this study, the researcher used observation checklist completed by notes section. Field notes were also used to gather the data. Through field notes, the data was analyzed based on the related theories which consist of lecturer's activities in teaching process of essay writing. Collecting the data was not quite enough if the researcher only concerned on observing the lecturer's teaching process. Interview could be the alternative way to add information that missed from observations. Therefore, a structured interview was used in which the questions were prepared to ask several questions regarding to teaching activities/teaching process and teaching technique that the lecturer used in his teaching essay writing.

The data of this study were analyzed into some steps. The first step was collecting the data. This was done by conducting class observation towards teaching process and activities. Also, doing interview to the lecturer was done to gather more data. Second step was describing the data, the observation data were described in the form of words, and also the interview transcription was presented carefully. The last step was analyzing the data in which both data from observation and interview

were analyzed based on related theories. The data from notes of teaching steps and activities were organized based on research questions. Those were analyzed based on each component of teaching process including pre teaching, whilst teaching and post teaching. Then, the interview transcription was analyzed for additional description of the teaching techniques used by lecturer. To analyze the interview transcription, the researcher had read and specified the data related to teaching technique.

## RESULTS AND DISCUSSION

In this part, the research findings obtained from the observation will be described. There are two categories observed in each meeting including teaching process and teaching technique of teaching essay writing. Teaching process here is divided into three sub categories; pre-teaching, whilst-teaching, and post-teaching. The result of doing an interview also described as additional explanation of the technique that applied by the lecturer. The results are described as tangible as possible based on the observation data.

### Pre-teaching Activities in the Process of Teaching Essay Writing

In the first observation, the lecturer began the learning by recalling the previous materials and then reviewed in little what it was about. Nevertheless, the lecturer did not state the learning objective before he began to explain the learning topics. Then, he only introduced new topic that was a process essay. The lecturer tried to build up the students' background knowledge directly. He gave some examples and related it to daily activities.

For the second observation, the lecturer almost did the same activities as before such as greetings and creating students' interest. The lecturer did not organize the class since it was quite noisy, yet he directly moved to the next learning materials. Opening the class by giving some examples was done in order to create students' interest. In this chance, the lecturer provided examples such as an effect of using internet in daily life. The students also gave some examples by their own, some of them even added another example such as the effect of smoking and the effect of global warming.

In third observation of pre teaching activity, there were different results. First, the lecturer began the lesson without greeting and reminded the last discussion topics. At the time, the class situation were considered as conducive, not as quite crowded as the previous meeting. Also, the lecturer directly asked one of the students to prepare the LCD for learning activity at the day. Since the lecturer told what the students would do, he actually

gave an instruction to continue making a draft for cause and effect essay. To do that work, the lecturer gave much time to students to finish the essay for about forty minutes consisted of two hundred and fifty words in one essay.

In teaching process of the last observation, fourth meeting, the lecturer taught an essay writing with the same teaching way as usual. The lecturer taught cause and effect essay. Yet, there were several results that showed a contrast from the previous meeting. At first, the lecturer did not build students' prior knowledge. Even, creating students' interest have not been done by the lecturer as he did in the last two meetings. Actually the lecturer directly continued the previous learning that was about cause and effect essay. The lecturer asked the students' tasks to be submitted. After all homework was collected, the lecturer told what the students were going to do. The point is, the students were asked to give feedback to other friends' work or peer correction regarding to organization, grammatical mistakes, diction, language use, mechanics, ideas, capitalization, etc.

### Whilst-teaching Activities in the Process of Teaching Essay Writing

In this activities, for the first until fourth meeting of doing observation, the results showed various data in each teaching and learning process. For all meetings, the findings are described based on the following tables which the activities represented the way the lecturer taught in every learning session.

Table 1. The Activities in Whilst Teaching

Stage	Activities	Notes
Whilst Teaching	Explaining materials	
	a. Defining the concept; terms and function	Only meeting 4 that the lecturer did not explain or even review the terms of essay.
	b. Providing examples	All meetings. The lecturer always explain by giving examples that related to the topics.
	c. Explain the structure of essay	Only meeting 3 that the lecturer did not discuss about organization of the essay.



Stage	Activities	Notes
	d. Explain the element of essay (content, vocabulary, organization, language use, mechanics)	Only meeting 3 that the lecturer did not discuss about writing elements. The lecturer more focused on explaining an organization and contents.
	Giving exercises/practice of writing an essay	All meetings. The lecturer gave some practices to write whether it was writing an outline or draft. Learning to give feedback to other friends' work also has been done as students' exercise.
	Doing prewriting activities including brainstorming, free writing, outlining and mapping.	The lecturer told the students to make an outline and mapping whenever the students are asked to produce essay. However, in meeting 4, these activities are not done.
	Asking to organize the ideas.	Almost in any chance, the lecturer reminded the students to pay attention to essay structure.
	Doing drafting activity.	Only meeting 4 in which this activity was skipped.
	Doing revising activity.	It only happened in meeting 3 when peer correction has been implemented. Mostly, the lecturer did not ask the students to have revisions.
	Doing editing activity.	It only happened in meeting 3 when peer correction has been implemented. Mostly, the lecturer did not ask the students to have editing session.
	Questions-answers session	Only meeting 3 in which there was no question-answer

Stage	Activities	Notes
		session.
	Giving feedbacks on students' essays	The lecturer gave a feedback to students' essay only happened in meeting 1 and 2, and only some essays that have been corrected.

### Post-teaching Activities in the Process of Teaching Essay Writing

This activity is the last step or stage of teaching process specifically in teaching essay writing. Apparently, each meeting showed different result, even though some of them indicated the same activity. As was the two previous stages, the description of all meetings are summarized into following descriptions.

For first meeting, the lecturer reminded the students for the next learning topic and an assignment that was continuing to make a process essay. Since there was no time for giving feedback on students' outline, the lecturer have not checked the students' work at that day and decided to go making essay draft. Then, the lecturer have not given a chance for students to ask about the whole learning activities at the day. Also, the lecturer have not concluded the lesson, he directly ended up the class by greeting to all students.

In the next meeting, the lecturer checked students' attendance before he ended up the class. There were two students who absent in that day. The lecturer reviewed a cause-effect essay in little through another book. The lecturer told the additional materials by telling the type of cause-effect essay and the organization. He stated the next learning topic in which the students had to write an essay in the class. Nevertheless, in the end of learning, the lecturer did not check students' understanding by offering questions or time for asking, so that in that situation the students' comprehension could not be measured.

In third meeting, some activities indicated many similarities among the previous results. Even though there were aspects which showed differences. For example, the lecturer did not offer an opportunity for question and answer session in a previous meeting, but the lecturer provided an opportunity to the students for asking questions to the unclear information on the whole concept of cause effect essay. Additionally, the lecturer have not stated the next learning topic that students should prepare. Therefore, the class was ended after the students had submitted their essay.

For the last meeting, the lecturer have not concluded the learning at the day. Nevertheless, he told the students to learn the next pattern development of essay that was a topic about comparison and contrast essay. For assignment, there was not a task given to the students. The lecturer only reminded the students to submit their works that was about giving feedback to friends' essays in the next meeting. Then, before the class ended, the lecturer checked students' attendance.

#### **Technique Applied by Lecturer on Teaching Essay Writing**

The way the lecturer taught with some learning models can be called as teaching technique. Apparently, the technique used by the lecturer consists of various ways. It can be categorized into two including from observation results and interview. The table below showed the method applied during the teaching process.

Table 2. Technique applied by lecturer

Meeting	Activities	Notes
1	Content explanation, warming up, questions-answers session, practice to write an essay, reviewing, giving feedback.	Lecturer's role here was really dominant. He was more lecturing rather than giving a lot of chances for students to focus on task, even though it was done in the end of learning.
2	Content explanation, practice to write an essay, question-answer session, giving feedback.	The activities seemed to lead to lecturer dominance. It could be looked from the whole activities were lecturing. Student's activities were less, even though their participation were still developed through question and answer session during explaining materials time.
3	Content explanation, practice to write an essay, giving feedback.	Lecturer's role here was less dominant since the most activities concerned on practicing to make an essay draft. All students made an essay from the beginning in a class. The lecturer monitored them by opening chances to ask unclear

Meeting	Activities	Notes
		comprehension including the materials or topic chosen by the students.
4	Practice to write an essay, question answer session.	Students activities are more dominant since almost all the time was done to have a peer-correction session. Each student focused on their friend's draft. The lecturer monitored them by checking how they gave comments to others' task.

Besides classifying the lecturer's way in teaching essay from his teaching process, the data related to technique applied by the lecturer can be looked from interview result. After doing an interview, the researcher analyzed some points regarding to technique or method the lecturer used in teaching essay writing. In fact, the researcher provided several questions which related to research questions. However, the point for the second research questions was summed up into following discussion. First, the lecturer stated that an emphasized aspect of writing that needs to be taught is developing essay organization. The lecturer said that he must consider whether the structure was good enough or still need to be fixed. After focusing on structure, the lecturer looked into the contents whether it is appropriate or not then followed by considering the diction. Choosing the words that rarely used was also examined.

In addition, the lecturer stated that there was no specific method he used when teaching essay writing. He prioritized more on conveying the materials through the book. Additionally, the lecturer delivered it by defining the term of the essays. He informed what the essay was about. Then, the examples of the essays was given during explaining the definition of essay. The lecturer also delivered the materials by showing how to write the essay. The most important point in which the lecturer said was about the students' comprehend, it was done as long as they could understand his explanation.

#### **DISCUSSION**

In this session, the observation results or research findings will be analyzed and discussed based on the theories related to teaching writing. Each stage including pre, whilst, and post teaching are elaborated, then the technique which is used by the lecturer in teaching writing also become a part of the discussion.

In pre teaching activities, this part represents the lecturer's way to deal with the opening activity of

learning session. Some various results are founded in research findings such as an activity that is always done in each meeting or even the activities which are different in every week. Even though, several aspects was not delivered during teaching and learning process whereas a part of the facets are quite important to teach.

According to the first until fourth observation, mostly the activities in teaching writing carried out by the lecturer showed similarities. There are some activities that were quite similar in each meeting such as attracting the students' attention, activate the students' prior knowledge and review the previous learning materials. This findings were in line with the theory by William (2004) in which the activities should be done in a beginning of learning activity. Even though, attracting the students' attention was done by giving a warm up such as discussing questions, the lecturer should emphasize more about this activity in order to get the students focused, to make them in English mode, and to introduce a new topic or task. Moreover, it can encourage students to participate and set a good environment. It is also supported by Nemati & Habibi (2012), helping the students to connect their existing knowledge and drive their mind to new information or the main learning are the beneficial of doing warm up.

From all the observation results, another activity which can be stated the same was when the lecturer did not clearly present the learning objectives. According to William (2004), learning objectives tend to concern on some certain performances which brings to achievement of the goals and stating the learning purpose should be delivered before the lesson get started. Therefore, in the case, the lecturer should describe at first what students will be able to do in the end of learning, what students will perform, and the evaluation for their performances. These criteria ought to be a main component at the beginning of learning.

Nevertheless, there were some different activities on several meetings. The activity that showed difference was when the lecturer did not recall the previous learning for the second observation. Recalling is the most important thing to do in pre-teaching activity as it is one of cognitive process that should be engaged. (Meyer, 2002). According to William (2004), recalling back what students have learned must be done in the opening lesson. From recalling process, the lecturer can measure students' memory of certain topic and know how far their preparation for learning at the day. Then, what students already know is the strongest indicators of how well they are going to learn new information related to the content. Therefore, the lecturer needs to pay more attention of recalling previous materials in every meeting including, here, the second observation.

From table 1, the findings indicated that the lecturer did several activities that represented pre-teaching activity. It can be concluded that almost all meetings showed the same activities, however several meetings did not. The number of frequency in which the lecturer did the activity is 3 up to 4 times for each meeting. It means that the lecturer did pre-teaching activities well and some findings are in line with William's theory of teaching stages.

Then, for the analysis of whilst teaching activities part, there were various data found in all meetings. The research findings showed any differences for each meeting since the lecturer had a distinct discussion topic. Based on William's theory, whilst teaching activities consist of presenting materials, giving instruction, guiding the students during the initial practice, and having discussion session or role plays.

At first, from table 2 of the results, it can be concluded that the lecturer emphasized a concept of paragraph before started to explain a concept of certain essay. A whole concept of such paragraph was explained by telling the definition followed by examples. In this case, besides understanding the learning topic on the course book, students need to know a clarification for the materials they read. Then, lecturer's roles here are required to achieve the goal. Giving examples of an essay was not only taken from the books, the lecturer can trigger the students to build up their creativity in conveying several opinions. The lecturer may do a questioning strategy to the students to give any examples related to the discussion topic. Doing a brainstorming ideas by making lists of example through one of essays could be implemented in order to establish students' knowledge. Hence, an activity can develop the students' interaction and participation. Then, the findings indicated that a clear explanation was done while giving information about the element and the structure of writing. According to Lecturing Guidelines at Stanford University, providing students a clear sense of overarching topics could ease the students organize the points from the lecturer presentation. Then, this finding was in line with William's theory which focus on explaining materials clearly.

Apparently, in each explanation, the lecturer delivered the materials by informing the terms of the key point, and then followed by examples to help the students get better understanding. In this way, the lecturer's method represented a preparation during learning at the day. However, in any chance, the lecturer still seemed to dominate a communication among students. Learning to be active should be concerned in this area. Students should be allowed to take chances and transfer their ideas to others (William, 2004). In this point, engaging students



towards learning can be started with making an interaction such as having question-answer section, so that the students mostly will become more attentive of learning process.

Besides, the results showed that the lecturer focused on explaining a structure of essay. Each part was told in details. For example, the lecturer pointed out a sentence that belongs to one of essay structure parts. This way is a good method which the lecture used in order to ease students to grasp the materials precisely. According to Kirzsner and Mandell (2009), three parts of essay structure that should be taught in essay writing consisting of introductory paragraph, body paragraphs, and concluding paragraphs. In this opportunity, the lecturer informed the way to state thesis statement when he taught an introductory part, gave examples of topic sentences to be written in body parts, and told how to sum up an essay. All pieces of essay structure were elaborated obviously. In addition, presenting transitional signals as a part of essay was undertaken by the lecturer. Oshima and Hogue (2006) stated that all kind of essays should have made transitional words which is aimed to make the sentences coherent. Therefore, when doing a teaching writing, most lecturer should consider this component to implement in students' writing process.

Yet, while explaining an element of writing, the lecturer only told some aspects such as organization, mechanics and language use. The other elements like vocabulary and content were less noticed. Although the lecturer think that essay organization is the most important part to teach, as he said in interview section, it does not mean another part was not considered. The lecturer should explain the whole components in a balanced way. All components should be delivered in order to avoid students' mistakes when making such an essay. If the lecturer only emphasized on essay organization, it will affect the results whenever students arrange any type of essays. Then, to make an essay well-developed with a good composition and arrangement, all aspects are must learned by the students. According to Kirzsner and Mandell (2009), a well-developed essay need to combine ideas, content, organization, and element of writing as a whole. For the fact, the teaching process here needs to have an evaluation to achieve a good progress. That was aimed to reduce some mistakes that often appear in students' essay outcome.

The next activity in whilst teaching was students' turn to do a task that was about making an outline of essay. Giving task as usual was a great way to check how far the students understand and to know students' essay outcome. According to Oshima and Hogue (2006), outlining makes such a writing well-structured and on points. Making an outline may develop students'

cognitive skill to state their ideas in mind. Outlining also need a brainstorming to explore ideas and thoughts. In this way, the lecturer has implemented a right thing while he did teaching essay writing through outlining. Then, to ease the students arranging the points, the lecturer provided related titles from books. Besides, having books and internet as resources, students' own ideas are something that should be encouraged and developed. The lecturer could implement it through brainstorming in which the students attempted to list their opinions and ideas to support their chosen topic. This activity can also improve students' thinking skills and creativity. In research findings, it was found that the lecturer have not guided the students to do outlining process whereas according to William (2004), guiding the students during the practice is a must to do by the lecturer. It should be better if students can work with a guidance from their lecturer, even though only a while. This way need to be done in order to direct the students into making a good outline.

For research findings that has been stated, in third meeting of doing whilst teaching activity, the lecturer had a drafting session for the whole time at the day. Hence, from the beginning until the end of the class, the students were given time to produce an essay; cause and effect essay. The activity showed that students-centered was available too in teaching writing. It indicated that students were forced to be active and fully participate in learning session. This activity was in line with William's theory in which drafting is one of whilst activity that the most concerning to teach in writing class.

Afterwards, in teaching writing, giving feedback is the key point. Although writing is a process which can hardly be perfect, suggestions and comments towards some mistakes are required to gain better result. The findings then showed that the lecturer gave correction to students' previous task; exemplification essay. Together with the students, a discussion to correct several essays was carried out. Students' tendency on writing a mistake or errors represented that they used wrong tenses and did not deal with the use of spelling. Therefore, the lecturer more criticized on students' faults such as content, organization, grammar and spelling. In fact, when correcting an essay, all components in element of writing shall be shown to the students. To look for another mistake related to language use or mechanics, the lecturer could add some essays to be checked since three essays were not enough as samples of correction. However, giving feedback done by lecturer here are rarely to be done. It only happened in first meeting and fourth meeting during peer correction. Based on Oshima and Hogue (2006), giving comments of students' work can be a guideline for them to improve their essay into a good

draft. Therefore, the lecturer should be more emphasize on giving feedback to students in order to prevent any errors in students' writing composition.

According to Oshima and Hogue (2006), revising is one of writing process that normally done to have an improved writing. Also, it is a practice for students to make their essay as better. However, in this findings, the students were not given time to revise their draft even it was outside the teaching and learning session. Since the lecturer thought that it took a long process and they had lack of time, based on lecturers' sayings on the interview, revising was not implemented. In this way, the lecturer should focus more on giving a revising session to students because first draft still means a rough draft that need to be evaluated and corrected.

Furthermore, in post teaching activity, the researcher found that the most activity the lecturer did in his post teaching process was stating the next learning topic. From the activity, the lecturer deliberately intended to make the students well prepared to study a new lesson. Therefore, the students will comprehend a material easily because they have been given a chance and time to be ready for recent learning. According to William (2004), some activities in the end of learning consist of reviewing, summarizing, concluding, evaluating, checking students' understanding through question answer session, and giving task or assignment.

Then, checking students' comprehension for whole learning is a crucial part to do before the lecturer ended the class. Research findings for all meetings showed that the lecturer did not give chances to the students for asking questions in the end of learning. The lecturer also did not check students' comprehension towards the learning topic which has been learned. For the case, it was quite inappropriate things to do through teaching session. According to William (2004), checking for students' understanding could be done by giving questions related to contents or offering an opportunity for students to ask several questions regarding to topics at the time. Also, the lecturer could assess whether the students had already understood the materials and achieved the learning goals. Since questions allow the lecturer to know how far the students conceive the material, providing some questions may be an effective way to apply. Hence, from the activity the lecturer even can decide whether he/she needs an additional instruction to explain again the learning material.

From table 4.3, it showed that in the end of learning, the lecturer did not conclude the lesson at the day, even review what both lecturer and students have learned. In fact, there was only a meeting which reviewed the learning; the second meeting of observation. Whereas, according to William (2004), to finish the lesson, the

lecturer could review, conclude and evaluate the learning process at the day. For concluding the whole learning, it means the lecturer should review and clarify a main points of the lesson. Reviewing itself is an activity that trigger the students to remember what things they studied. It clarifies the key points of the whole learning. For the findings of post teaching, it can be summed up that the lecturer needed to have a review for any certain materials because it is important for students to remind themselves for what they learn into long term memory.

In addition, the techniques used by the lecturer while he did teaching essay writing represented the activities he implemented in writing class. For the findings, it indicated that the lecturer did not use a specific technique to teach writing as long as the students could comprehend the materials. This case is acceptable since every lecturer has his or her own teaching style. However, using a certain technique may create a good learning. If the lecturer could find an appropriate method, it could be implemented to measure the effectiveness of the technique.

According to Elbow (1998), there are some parts of taxonomy technique in writing stages such as controlled technique, semi-controlled technique, free technique and etc. From the findings in some meetings, it showed that most teaching process in the class was quite dominated by the lecturer, even sometimes students-centered is implemented. Yet, doing an activity that encourage students' participation still have to do. Hence, the activities belongs to controlled technique in which lecturer domination is less and still monitor the learning process. In this way, the lecturer still gives stimulation and information transfer to the students.

## CONCLUSION

After the results of the study have been discussed based on the theories, there are two main conclusions including teaching activities in a process of teaching essay writing and the technique used by the lecturer. These showed that for teaching activities including pre, whilst and post teaching had presented several findings. In pre-teaching activities, the lecturer often did the same things in the beginning of lesson such as attracting the students' attention, activating the students' prior knowledge and reviewing the previous learning materials. However, an activity that has not considered was the lecturer did not state learning objectives. Then, in whilst teaching activities, the lecturer taught a concept of essays by defining the term of the essay which was followed by giving examples. Explaining the element of writing was not fully conveyed, the lecturer more focused on the organization of essay. Yet, he has not considered the process of essay writing itself. At last, in post teaching



activities, conveying the next learning topic is the most activities which lecturer did in his class. However, the lecturer did not check students' comprehension towards the learning topic which has been learned in the end of learning. Also, the lecturer almost rarely reviewed the whole learning.

In addition, from the results of observation data, the lecturer's role of class domination is less since the lecturer still gives stimulators to the students by monitoring and facilitating and allows them to participate in learning activity. Therefore, it can be concluded from the activities of overall meetings which technique applied by lecturer called as controlled writing technique.

### SUGGESTION

This part of the chapter offers some suggestions which are hopefully could be done as references for lecturers and future researchers. The first suggestion is for lecturers who teach essay writing. The findings may give useful information regarding to the teaching stages which may cause some possible mistakes of students' essay outcome. Some results can be a guideline to improve or evaluate the teaching process to gain better learning goals. Then, when the lecturers teach the elements of essay writing, they should be more focused on other writing elements such as how to teach the students to choose appropriate words and how to teach mechanics that could be used in writing an essay. All aspects in teaching essay writing should be highly considered as well as the way the lecturer asked for do writing practices.

Second suggestion is for further researchers. This results are focusing on essay writing. To achieve more information, the object of the study could be broaden. There are still many aspects to explore such as the students' practice and learning approach through writing composition.

### REFERENCES

- Applebee, A. N. (1986). Problem in process approaches: Toward a reconceptualization of process instruction. In A. R. Petrosky and D. Bartholomae (Eds.), *The teaching of writing* (pp. 95-113). Chicago, III: National Society for the study of Education.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Bailey, S. (2011). *Academic writing: A handbook for international students*. London: Routledge.
- Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2002). *Using Functional Grammar: an explorer's guide*. 2nd ed. Sydney: NCELTR.
- Cohen, L., et. al. (2000). *Research in Education*. London: Routledge Falmer.
- Elashri, Ismail Ibrahim Elshirbini Abd-El Fatah. (2013). The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and their attitudes towards writing.
- Elbow, P. (1998). *Writing With Power: Technique for Mastering the Writing Process*. New York: Oxford University Press.
- Fulwiler, Toby. (2002). *College Writing: A Personal Approach to Academic Writing*. (3<sup>rd</sup> Ed.) Portsmouth: Boynton/Cook Publisher.
- Hamp-Lyons, L., & B. Heasley. (1987). *Study Writing*. Cambridge: Cambridge University Press.
- Harklau, Linda. (2002). *The Role of Writing in Classroom Second Language Acquisition*. Journal of Second Language Writing. 11, 329-350.
- Harmer, J. (1991). *Longman handbooks for language teachers*: Essex, England: Longman.
- Harmer, J. (1998). *How to Teach English: An introduction to the practice English language teaching*. Edinburgh Gate, Harlow, England: Addison Wesley Longman.
- Hoey, M. (2001). *Textual Interaction: An Introduction to Written Text Analysis*. London: Routledge.
- Howard, R. M. Serviss, T. & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing and Pedagogy*. 177-192.
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.
- Hyland, K. (2003). Writing and teaching writing. In J. C. Richards (Ed.), *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2004). *Genre and Second Language Writers*. Ann Arbor: University of Michigan Press.
- Kirsznar, Laurie G., & Mandell, Stephen R. (2009). *Writing First: Practice in Context*. Bedford/St. Martin's, 4.
- Kothari, C. R. (1990). *Research methodology: Methods and techniques*. New Delhi: New Age International Publishers.
- Leki, L. (1992). *Understanding ESL Writers: A guide for teachers*. Portsmouth, NH: Hein Hemann.

- Murray, D. (1985). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Edinburg, Harlow, England: Longman.
- Raimes, A. (1983). *Techniques in teaching writing*. NY: Oxford University Press.
- Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Rivers, Wilgam. (1981), *Teaching Foreign Language Skills*, 2nd. ed., Chicago University Press.
- Urquhart and Melver. (2005). *Teaching Writing in the Content Areas*. Library of Congress, 5-6.
- Weigle, Sara Cushing. (2002). *Assessing Writing*. Cambridge University Press.
- White, R., & Arndt, V. (1991). *Process Writing*. Harlow, UK: Longman.
- Williams, J. 2004. *Teaching Writing in Second and Foreign Language Classrooms*. New York, NY: McGraw-Hill.

