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ผลของวิธีสอนแบบเน้นประสิทธิผลที่มีต่อทักษะการเขียนบันทึกประจำวัน
ภาษาอังกฤษของนักศึกษามหาวิทยาลัยการจัดการและเศรษฐศาสตร์ ประเทศกัมพูชา

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THE EFFECT OF EFFECTIVE TEACHING METHOD TOWARD ENGLISH DIARY
WRITING SKILL OF UNDERGRADUATE STUDENTS IN UNIVERSITY
OF MANAGEMENT AND ECONOMICS, CAMBODIA

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) พัฒนาวีธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษของนักเรียนระดับปริญญาตรี 2) เปรียบเทียบทักษะการเขียนบันทึกประจำวันภาษาอังกฤษก่อนและหลังวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนตามเกณฑ์ที่กำหนด คือ 65 คะแนน และ 3) ศึกษาความพึงพอใจของนักศึกษาเกี่ยวกับวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ ประชากร คือ นักศึกษา จำนวน 166 คน จากวิทยาเขตของมหาวิทยาลัยการจัดการและเศรษฐศาสตร์ ประเทศกัมพูชา กลุ่มตัวอย่าง จำนวน 30 คน ซึ่งเป็นนักศึกษาของมหาวิทยาลัยการจัดการและเศรษฐศาสตร์ จังหวัดพระตะบอง การศึกษานี้เป็นแบบกึ่งทดลองกลุ่มเดียว กลุ่มตัวอย่างใช้การสุ่มแบบกลุ่ม เครื่องมือการวิจัยเป็นแผนการสอน 5 ชุด สำหรับทดสอบการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ และแบบสอบถามเกี่ยวกับความพึงพอใจของนักศึกษา โดยเครื่องมือได้รับการตรวจสอบคุณภาพโดยผู้เชี่ยวชาญ 5 ท่าน เพื่อหาดัชนีความสอดคล้อง ที่มีค่าระหว่าง 0.80-1.00 แบบสอบถามมีค่าความเชื่อมั่น ที่ 0.81 และแบบทดสอบที่ 0.92 ขณะที่ค่าสถิติทีที่ใช้วิเคราะห์ทางสถิติเกี่ยวกับผลของการทดสอบก่อน-หลัง ซึ่งกำหนดเกณฑ์ที่ 65 คะแนน ค่าสถิติรวมถึงการวัดความพึงพอใจของนักศึกษาเกี่ยวกับวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ

ผลการวิจัยพบว่า

1) การศึกษานี้ค้นพบว่าวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษของนักเรียนระดับปริญญาตรี ได้รับการพัฒนาโดยประกอบด้วยวัตถุประสงค์ สารบัญหรือเนื้อหา ขั้นตอนการเขียนบันทึกประจำวันภาษาอังกฤษ ขั้นตอนการสอนและการประเมินผล

2) ทักษะการเขียนบันทึกประจำวันภาษาอังกฤษได้รับการปรับปรุงดีขึ้นภายหลังใช้วิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนตามเกณฑ์ที่กำหนด โดยเปรียบเทียบคะแนนก่อนสอน ($\bar{X} = 48.66$) และหลังสอน ($\bar{X} = 69.66$) อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 แสดงถึงนัยสำคัญของการทดลองนี้ โดยค่าสถิติทีที่ได้ คือ 4.24 ซึ่งมากกว่า 1.69 แสดงถึงว่านักศึกษาได้คะแนนมากกว่า 65 เมื่อได้รับการสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ

3) ความพึงพอใจของนักศึกษาเกี่ยวกับวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ อยู่ในระดับมาก ($\bar{X} = 4.20$)

ผลของการศึกษานี้ แสดงถึงวิธีสอนแบบเน้นประสิทธิผลสำหรับการสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ ผู้บริหารวิชาการของมหาวิทยาลัยการจัดการและเศรษฐศาสตร์ ควรพิจารณา วิธีสอนแบบเน้นประสิทธิผล รวมถึงการสอนหลักสูตรสำหรับสอนทักษะการเขียนบันทึกประจำวันภาษาอังกฤษเพื่อที่จะได้รับผลลัพธ์ในทางบวกสำหรับนักศึกษา

คำสำคัญ : วิธีสอนแบบเน้นประสิทธิผล ทักษะการเขียนบันทึกประจำวันภาษาอังกฤษ นักศึกษาระดับปริญญาตรี มหาวิทยาลัยการจัดการและเศรษฐศาสตร์ ประเทศกัมพูชา



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Thesis Title	The Effect of Effective Teaching Method toward English Diary Writing Skill of Undergraduate Students in University of Management and Economics, Cambodia
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Field of Study	Curriculum and Instruction
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ABSTRACT

The research objectives were to 1) develop an effective teaching method for teaching English diary writing skills to undergraduate students, 2) compare the English diary writing skills before and after teaching with the effective teaching method for English diary writing skills with a determined criterion of 65, and 3) study the students' satisfaction level of learning with the effective teaching method for English diary writing skills. The population was 166 students from campuses of the University of Management and Economics, Cambodia. The sample included 30 students from the University of Management and Economics, Battambang Province. The study used a single group quasi-experimental design. The sample was obtained by cluster sampling. The research instruments were five lesson plans for teaching English diary writing, an English diary writing test, and a questionnaire concerning the students' satisfaction. The research instruments were examined by five academic experts using an IOC ranking from 0.80 to 1.00. The reliability of the questionnaire was 0.81 and for the test it was 0.92. T-test statistical analyses were used to analyze the results of the pretest and the post test, using the determined criterion of 65. The statistics were also used to measure the students' level of satisfaction with the teaching done with the effective teaching method for English diary writing skills.

The findings of the research were as follows:

1) It was found that the effective teaching method for English diary writing skills was developed to include the following components: objectives, content, steps for English diary writing, steps for teaching, and evaluation.

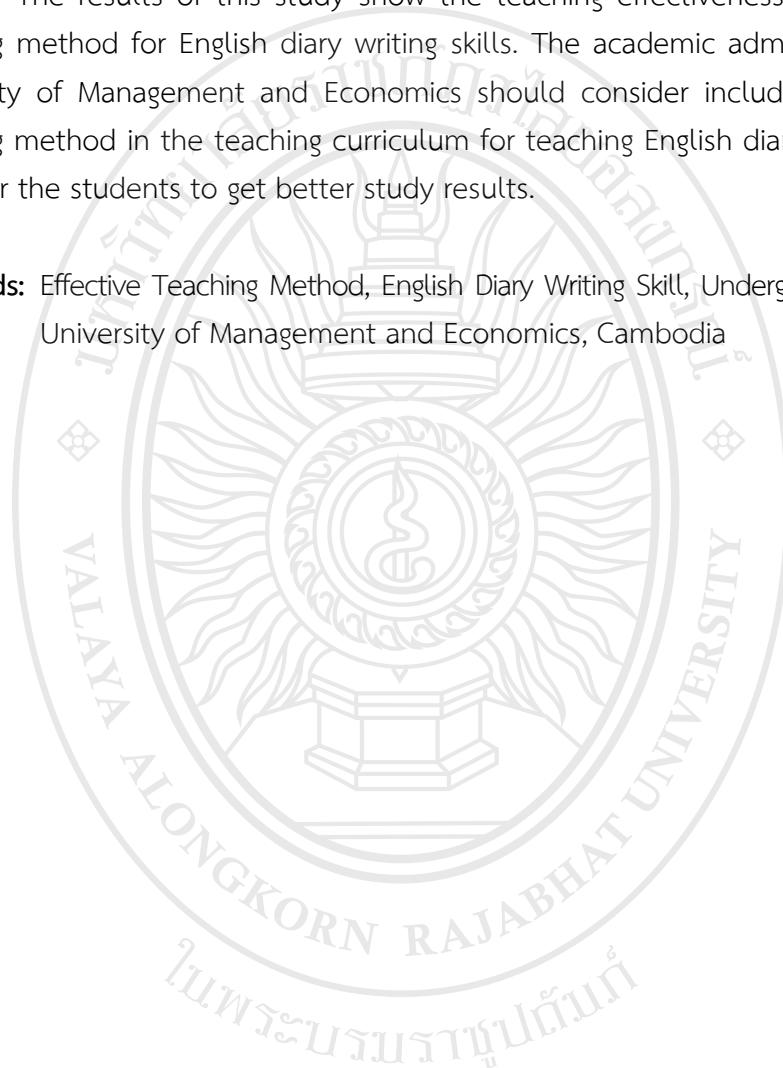
2) The English diary writing skills of the students improved after being taught with effective teaching method for English dairy writing skills as can be seen by comparing the scores of the pretest and the post test-pretest ($\bar{X} = 48.66$) and post test ($\bar{X} = 69.66$). The results were significant at the 0.05 level, and this showed the

statistical significance of the treatment. The value found was 4.24 which is higher than 1.69 and it showed that the students got scores higher than 65 when they studied English diary writing with the effective teaching method.

3) The students' satisfaction was at a high level ($\bar{X} = 4.20$).

The results of this study show the teaching effectiveness of the effective teaching method for English diary writing skills. The academic administrators of the University of Management and Economics should consider including the effective teaching method in the teaching curriculum for teaching English diary writing skills in order for the students to get better study results.

Keywords: Effective Teaching Method, English Diary Writing Skill, Undergraduate Students, University of Management and Economics, Cambodia



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CHAPTER I

INTRODUCTION

1.1 Background

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of the developing technology, English has been playing a major role in many sectors including medicine, engineering, and education which is the most important arena where English is needed. There are many countries (particularly, developing countries) need to make sure of this world wide spoken language in order to prove its international power. This can merely be based on the efficiency of tertiary education. Consequently, English should be the medium of instruction at universities in those countries for the following three reasons: finding a high quality job, communicating with the international world, and accessing scientific sources in the students' major field (Kelly, R., 1996). English is being a universal language and also the main language among business (Jones, Leo, 2007).

It would be an exaggeration to state that proficiency in English is a reflection of the educated class and the finest literature of the world is to be found in this language (Don Snow, 2006). English is being treated as a world language because of its vast presence all over the world. At this juncture, learning English gains currency (Richard I. Arends, 2007).

There have been more changes in the way we do business and education, including writing, in the last few decades than the last few centuries. With each passing year these changes become more evident and much harder to ignore. Improved technology, and innovative research and marketplace competition require business leaders to upgrade their communication and online writing skill (Dorothy U. Seyler, 2005). Writing is a continuing process of discovering to find the most effective language for communicating one's thought or feeling. Yet, as adult English as a second language (ESL) learners put their thought on paper, see their ideas in print, and share them with others, they develop a power voice in their new culture (Pica, T., 2000). Writing also enhances language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class (Finocchiaro, M., 1981).

Essential of English Writing

Without a doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to use communication not only with our contemporaries, but also with our future generations. It permits people from the near and the far distance past to speak to us. Part of the distance for the writing must be accounted for by the associations students make with it. Writing is often taught in such a way that student failures, rather than successes, are focused on. The writing process is learned, by and large, in an environment of constant criticism and repeated failure. Some teachers even use writing as a form of punishment (Robert Keith Miller, 2006).

English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing business and study in English speaking countries at even a basic level. Therefore, it is recommended that English writing becomes a necessity for any global businessperson who wishes to advance his or her career in the global marketplace. The good news is that while English reading and speaking are best learnt either online forum or an in-class course, English writing can be taught at a pace consistent with your current writing ability. One thought of learning English writing is to study subjects that you enjoy learning about and writing in a style of your favorite authors of those subjects. By writing and rewriting particular messages, words and sentences that make up the work, you will gradually notice and understand particularly themes that are often used in English writing. Of course, the best way to learn English writing is together with a good English speaking and reading program so all three can work together to form the basis of a solid knowledge of the English language. Writing is at the very heart of academic life. Good writing makes a good student (Liam O' Flynn, 2012). Adult learners of English have many reasons for wanting to write. Many need to write to carry out functional tasks such as filling out forms, taking a message, or writing email messages. Others may need writing skills to succeed in academic studies or to advance in a job. For many learners, writing enhances language acquisition when they put their thoughts on paper and share them with others, because they also are often practicing the language structures and vocabulary they are learning in the classroom (Pierson, eds., 2002).

Effective writing teacher address these complexities by offering informative coaching on challenging writing tasks and extensive opportunities to practice multiple

types of writing (Silva, T., 1990). In order to achieve higher levels of writing performance, the working memory demands of writing processes should be reduced so that executive control through repeated opportunities to write and through timely and relevant feedback (Richard I. Arends, 2007).

There is much debate within the higher education community on how teaching or teaching effectiveness maybe defined (John Langan, 2005). For instance, effective teaching produces beneficial and purposeful student learning through the use of appropriate procedures (Deborah Dean, 2008). Effective teaching is the creation of situation in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively” (Donald Pharr, Santi V. Brusceci, 2005). Educationists all over the world have been struggling to develop methods that can optimize the attainment of teaching/learning objectives. Every teacher is faced with the responsibility for selecting and designing suitable learning experiences to provide optimal learning opportunities for the students (Cashin, W.E., 1995). Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses-so rolls the drum-fire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks. There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends (Heaton, J. B., 1990).

Most course materials in academic careers are examined in the form of essay tests and students should convey their understanding by writing, so writing skill plays an important role in educational success, especially for EFL students (Mohamad Ehsan Taghizadeh, 2013).

Teaching and learning English in Cambodia

The restructuring progression in education system and the overall social services in the early 1980s mark the country's, Cambodia, recommitment to socio-economic development and expanding educational opportunity. The Asian Development Bank (1991) described the educational situation during the 1980s as poor school conditions, large numbers of unqualified teachers, an absence of a national curriculum framework, inadequate book supply systems, and a high pupil dropout rate in primary schools.

Since the early 1980s, basic education opportunity had been massively expanded through the initiation of comprehensive primary schooling strategies (Roth Hok, 2000). Then English had flown to Cambodia to meet the need in education,

communication, technology, and business. It was included in the curriculum study of nation only four lessons counting from grade seven to grade twelve, and the time to include in the study time was four hours per week. The Ministry of Education, Youth and Sports approved all state secondary schools to use English for Cambodia books to teach in those schools. The books are divided into six parts. They are English for Cambodia Book One for grade seven, English for Cambodia Book Two for grade eight, English for Cambodia Book Three for grade nine, English for Cambodia Book Four for grade ten, English for Cambodia Book Five for grade eleven, and English for Cambodia Book Six for grade twelve. Teachers have to teach accordingly to the curriculum study time not more than four hours per week in which teachers need to teach the students reading skill, speaking skill, writing skill, and listening skill. Generally, English teachers, who are even foreigners or Cambodians, mostly do not use the methods of teaching effectively. There are many factors that impact on those behaviors of teaching such as time teaching is too short, the curriculum study is inadequate and the teachers do not devote themselves enough in teaching. They usually teach the students in the simple ways as they can and they used to teach. There are many teachers who lack training of teaching methodologies and they just learn from one to one another. The students, so far, get the unqualified knowledge of the way of teaching. As it has shown in the result of State Exam in the University of Management and Economics in Battambang campus (2014), the achievement of students is staying in low level of English language (UME's state exam record, 2014). This refers to the result of English Language Department.

1.2 Statement of problem

University of Management and Economics, Battambang campus where this study was conducted had showed its result of State Exam that the grades from year to year were not much better as expected. The amount of students enrolled in the program of English language had increased, but the quality of teaching seemed to be not so good as it was expected to be (State Exam Result, 2014). The lack of qualified teachers was the main problem in teaching English language, particularly in writing skills. There were some foreigners, from Philippine, Africa, and the United States, were hired to teach in University of Management and Economics, Battambang campus. Only a few of them who got the degree matching to the field they teach (English language). Therefore, they lacked experiences and education in teaching English to encourage students to write in English. Normally, they used the simple method as they have used before to teach the students. They rarely searched for

new methods to improve the quality of teaching. For example, they used teacher-centered or just student-centered inappropriately most of the time which made students bored and less attention. Furthermore, teachers assigned students to write but they were less to care of the writing of students. For example, teachers did not give feedback properly to students about their writing mistakes. Most of them just assigned the writing activity to meet the need of school policies in teaching. They did not correct and returned feedback properly to the writing which students had written. Mostly, they checked only the layout and the beauty of letters and gave marks. There were many more things they skipped such as checking grammar, spelling, sentences errors, etc. This was not a good process leading to success in teaching English language.

The government did not have a clear policy to manage the teaching of foreign language in the universities. Government had the policies and compulsory curriculum for primary, and lower and upper secondary school only. Each university had to design their own curriculums for teaching and the universities themselves could not manage well the performances of those curricula. Specifically, the University of Management and Economics in Battambang rarely had the teacher training program to upgrade the ability of teaching for teachers. That was a big mistake of leading an education institution. More or less, the teachers would forget good teaching methods and could not carefully teach the students. Normally, the feedback of teacher evaluation was not as good as the university wanted.

The university tried to update the curriculum and material study but the result issued still did not fulfill the purpose of the university. According to Deborah Dean (2008), having many years of experience does not guarantee expert teaching; experience is useful only when the teachers continually engage in self-reflection and modifies classroom techniques to better serve the needs of students. As described previously, it must be caused by teachers partially who have not effective methodologies in teaching and encourage students to practice writing skill.

In schools, students are being taught that English is an international language. To learn this language required constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new language like English. Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. The reason stated for this is that they study subjects from the examination point of view only. This is true with English language too. Our examination system is such that it

makes students' rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them in the same day itself (Richard I. Arends, 2007).

According to the exam result (2015) from University of Management and Economics for Academic Writing part one and part two, it stated that the problem in writing English is the most worried problem of students. There was 20 per cent of students who got grade B, 50 per cent got C, 5 per cent got D, 10 per cent got E, and 15 per cent failed. There are many experts that suggest about problem. Although native English speakers are intimately familiar with the frequent and often quite eccentric exceptions to the English language, those who are learning English as a second language (ESL) can experience a great number of quandaries. To make matters worse, a great deal of these so-called writing quandaries will usually only reveal themselves through the medium of writing--otherwise, non-native speakers are sometimes fortunate enough to glide over them without error. To preempt the understandable difficulties that so many ESL students will encounter, let's take a look at some of the most notorious writing problems in a second language acquisition of English. (Glen-Cowan, P., 1995).

In conclusion, the students in Cambodia are poor in English writing because of some main problems such as a) students are not given enough time or/and they themselves do not practice writing English, b) teachers lack experienced effective methods and techniques to teach English writing skill, and c) there is not enough encouragement for students to write. This study is conducted to one group of students who are in the field of English Teaching at University of Management and Economics in Battambang, Cambodia. They got the application of method which has been defined. This group experienced is the one which has been learned and researched carefully. The sample of research is 30 students and they are the students in year two, in English Language Department of University of Management and Economics, Battambang. This group of students was selected randomly among all the campuses.

Hence, this study aims to explore the better way or method to improve the quality of teaching writing skill as well as the education in English language by initially use diary writing as model. It is a bright platform to be good at using English for ASEAN citizens that will be useful for communication, study, technology, and business. This model will be used into education section to experiment the effectiveness of learning and teaching in the university, particularly, for undergraduate students. Teachers and students are able to experience the real,

effective teaching writing method which is included in this study. Furthermore, this study will provide the teacher more competencies in teaching and increase the quality of education in teaching English language.

1.3 Objectives of Study

The purposes of this study were:

1.3.1 To develop the Effective Teaching Method for teaching method for teaching English diary writing skill to undergraduate students.

1.3.2 To compare the English diary writing skill before and after teaching with Effective Teaching Method for English diary writing skill and with the determined criteria (65 points).

1.3.3 To find out the students' satisfaction about teaching with Effective Teaching Method.

1.4 Research Questions

In order to achieve the above purposes, this study will address the following research questions:

1.4.1 What was the method used in this study to improve English diary writing skill for undergraduate students?

1.4.2 How was the result of English diary writing skill before and after the experiment? And how were the student's scores comparing to the determined criterion (65 points)?

1.4.3 What were the students' opinions about the teaching with Effective Teaching Method after the experiment?

1.5 Research Hypothesis

The research hypotheses in this study are:

1.5.1 Effective Teaching Method for English diary writing skill was constructed.

1.5.2 Students' English diary writing skill was improved after the application of Effective Teaching Method for English diary writing skill, and students' scores were at least meet the determined criteria (65 points).

1.5.3 The students satisfied the teaching with Effective Teaching Method for English diary writing skill.

1.6 Significance of Study

The result of this study might contribute to a significant change for the perspective EFL (English as Foreign Language) teachers and learners, particularly Cambodian instructors and students of teaching and studying English in classroom. This study would provide also the good techniques of teaching for teachers and a good environment of learning in classroom for the undergraduate students where the study conducted. The Effective Teaching Method for English diary writing skill which was defined in the study would bring the improvement and effectiveness of teaching English of writing skill and would make a development in teaching English for the university students (undergraduate). Furthermore, English instructors felt motivated; meanwhile, they could teach English effectively from the application of other good methods that are mentioned in this study. They could change their attitudes of teaching English from learning by generation to the creative one.

Meanwhile, the students got the good quality from their learning with good techniques of teaching. They spent more times to focus on studying and learning English because they could experience the effective teaching, it might be new experience for them. In addition, the students who wanted to do research with similar topic, this study may become a good resource for them to extend their study or gave some information to their research. It was also evidence for scholars in conducting related researches in their field in other context. Moreover, the historic picture of this study would also provide some alternative possibility for EFL and ESL researchers, instructors and educators to provide more opportunities for students to practice the activities which were extracted from the methods learned. University of Management and Economics, Battambang would experience and receive the effectiveness from the application of teaching for undergraduate students. This study would distribute to other fields of teaching as well as to grab the quality of teaching and learning writing skill in the university level.

1.7 Definitions of Terms

In order to avoid any misunderstanding about the terms in this study, the following specific terms will be described:

1.7.1 Effective Teaching Method refers to the method which is combined of Collaborative Method, Direct Instruction Method, Picture Method, Questioning Method, and Text Summary Method. Effective Teaching Method for English diary writing skill includes two components. Teaching steps of Effective Teaching Method:

1) Pre-Teaching for Pre-writing, Drafting, Sharing, Editing, Revising, and Publishing of diary writing: It refers to teacher's preparation before teaching. In this step teaching open the lesson and warm up the class in order to start a smooth teaching.

2) Presentation of new language for Pre-writing, Drafting, Sharing, Editing, Revising, and Publishing of diary writing: In this stage the teacher presents the new language in a meaningful context. The teacher presents the target language and then gives students the opportunity to practice it through very controlled activities.

3) Practice for Pre-writing, Drafting, Sharing, Editing, Revising, and Publishing of diary writing: Teacher gives students exercises to practice such as underlining the contents, writing paragraph about daily activities, etc. In this stage the teacher is around to help students.

4) Product for Pre-writing, Drafting, Sharing, Editing, Revising, and Publishing of diary writing: Teacher gives students the exercises and let them practice individually and in pair. In this stage, the teacher does not walk around to help students. Students have to do exercise freely.

5) Wrap up for Pre-writing, Drafting, Sharing, Editing, Revising, and Publishing of diary writing: Teacher summarizes the lesson and lets students work in groups to present their comprehension of what they have studied.

1.7.2 English diary writing skill refers to the writing which students write their daily activities and any special events in their lives. This type of writing is put in practice in this study with Effective Teaching Method for English diary writing skill. This kind of writing makes students improve their writing day to day and this is a good way of spending time. This writing is measured by a rubric consists of: 1) topic sentence, 2) supporting details, 3) organization and transitions, 4) style and format, and 5) mechanics.

1.7.3 Students' satisfaction refers to the students' opinions, comments, feedback and reaction to the application of constructed method in this study. Students valuate to five aspects of teaching such as: method of teaching (Effective Teaching Method for English diary writing skill), writing steps of English diary writing skill, time of study diary writing skill in each session, steps of activities in teaching, and teaching materials.

1.7.4 Undergraduate Students refers to the students who were in year II in the field of English study at University of Management and Economics in Battamabng in the Academic year of 2016-2017.

1.8 Scope and Limitations of Study

There are some scope and limitations in this study which are as follow:

1.8.1 This study was limited to undergraduate students in academic year 2016-2017 at University of Management and Economics in Battambang, Cambodia.

1.8.2 This study focused on English diary writing skill.

1.8.3 The students might not pay enough attention to the teaching by applying the method. Therefore they would get low mark.

1.8.4 The students might be absent from the class. As the result, they could not understand well the teaching and get low mark.

1.9 Research Conceptual Framework

Table 1.1 Research Conceptual Framework

Input	Process	Output
1. English curriculum in Cambodia	Study national English curriculum and university English curriculum.	Effective Teaching Method
2. Theories and methods of teaching writing skill	Study theories and methods of teaching writing skill	
3. Diary writing	Study theories of diary writing	
4. Related studies	Study related studies about teaching writing Synthesizing Try out the method	

1.10 Research Framework

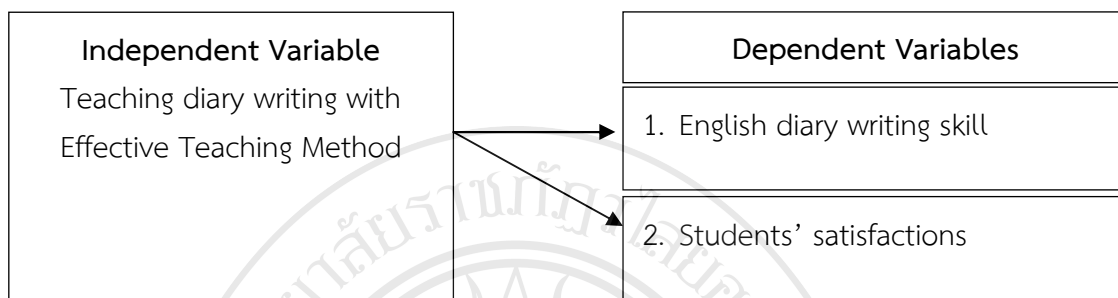


Figure 1.1 Research Framework

The Criteria and Rubric for evaluation of the English diary writing skill

This rubric is a grading tool that describes the criteria, or “what counts,” for the English diary writing skill. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic students work. The criteria are listed in the column on the left. The numbers in the top row indicate quality, with 20 being the best. The number 5 is something everyone wants to avoid.

Table 1.2 Rubric

Point Value	20	15	10	5
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples or fact and details with	Examples or fact and details relate to the topic and some explanation is included.	Sufficient number of examples or fact and details that relate to the topic.	Insufficient, vague, or undeveloped examples or fact.

Table 1.2 (Cont.)

Point Value	20	15	10	5
	explanations that relate to the topic.			
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style and format	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices, and right format.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

CHAPTER II

LITERATURE REVIEW

This chapter covers the below description.

- 2.1 English curriculum in Cambodia
- 2.2 Writing as communication approach
- 2.3 Theories of teaching English as foreign language
- 2.4 Theories of teaching writing
- 2.5 Writing steps
- 2.6 Methods of teaching writing skill
- 2.7 Diary writing
- 2.8 Evaluation of writing
- 2.9 Related studies

In Foreign language study, it is generally recognized that the hardest skill to master is writing, and no matter how good students are, they are unlikely to reach a level where they can turn out a polished, flawless first draft of a composition in English. An essential part of learning to write is therefore learning how to edit and revise one's own work (Don Snow, 2006).

Strong writing skills may enhance students' chances for success (Cashin, W.E., 1995). In discussing the significance of writing to learning, Speck, Bruce W. (2002). also stresses that writing is an essential factor of language. Any reading and language curriculum must think about the multidimensional nature of writing in instructional practices, evaluation procedures, and language development.

The basis of good writing remains much the same for works as seemingly different as personal essay, the argument, and the research essay. Good writing is focused, recognized, and concrete. Effective essays are written in a style and tone that are suited to both the audience and the writer's purpose (Dorothy U. Seyler, 2005).

2.1 English Curriculum in Cambodia

Education system in Cambodia is divided to four levels which are primary school, secondary high school and higher education (universities and institutes). By the way, English subject has been included in formal, non-formal, and informal education in Cambodia. The government allows many private schools to run their business in freedom in order to produce more human resources for the country. Therefore, Cambodian people can find places to study English easily even in villages, temples, or schools (Chap Sochenda, 2011).

The purpose of Basic Education Curriculum is to contribute to the achievement of the aims of schooling in order that students can further their studies at the upper grades, participate in other vocational trainings or to participate in social life by ensuring that every student has acquired knowledge of Khmer language and Mathematics, knowledge of the international identity, understanding of morality and civic responsibilities, everyday life skills that enable participation in their local community life and Cambodian society, basic understanding of the nature world and of scientific principles, and communicative competence in a foreign language (Kol Pheng, 2004).

In the recent years (1970-1993) had undergone a massive political and economic turmoil and people have suffered a great deal. In the process of reprising from the tragic past, the government and people of Cambodia have chosen English as the international language to communicate and do business with people, organizations and companies from abroad. In this respect, Cambodia shows a clear example of language policy and its impact on the people's life, education and future of a country in transition. English language education is a boom in Cambodia. Communicative competence in English means a better job and a pretty pay. The remarks by U.S Ambassador of Cambodia, Joseph A. Mussomeli, at an international conference of English language teachers in Cambodia (CamTESOL) illustrated the situation: You are doing more than just teaching a foreign language. You are teaching a life skill that will be crucial to the future prosperity of this country. English, as I have often stressed, is no long a language. It is, instead, a tool, a weapon, a vehicle. A tool to build a stronger society, a weapon to combat poverty and ignorance, and a vehicle for those who possess it to travel anywhere they choose throughout the world and be understood and understand (Kelly, R. (2006).

Table 2.1 Changes of Foreign Language Education in Cambodia

No.	Period	Year	Foreign Language Education
1	King Sihanouk's Government	1953-1970	French only: French was the only language officially included in school curriculum. It was used in all sectors of Cambodia at that time.
2	Lon Nol Republic	1970-1975	French and English: Because of American involvement (politics and military) in the Indo china War, the study of English was encouraged.

Table 2.1 (Conts.)

No.	Period	Year	Foreign Language Education
3	Pol Pot's Democratic Kampuchas	1975-1979	No use or study of foreign language: No formal education was implemented. The study of foreign languages was severely prohibited.
4	President Heng Somrin and Age of International Politics	1979-1986	Vietnamese and Russian: Vietnamese and Russian were the languages officially included in the school's curriculum. The study of English/French was prohibited. French and English
5	The 1993 Election and afterwards	1989-1993	English and French

Source: Koji Igawa, 2008

Two foreign languages, English and French, are provided as part of the National Curriculum for all students from grade 5-12. Each student must choose only one foreign language (English or French) to study. For the first stage (2005-2009), in primary level, grade 5 and 6, foreign languages will be offered depending on the availability of school resources. The Ministry of Education, Youth and Sport (MoEYS) encourage schools to offer foreign languages using non-MoEYS resources in the Local Life Skill Program (LLSP) time (MoEYS, 2004).

2.2 Writing as Communicative Approach

Effective communication in writing is one of the most important of all objectives in elementary school. The ability to express ideas and tell stories in writing, to write for various audiences and in many genres, is essential in itself and is a basis for success in middle school, high school, and beyond (Silva, T., 1990).

Oral communication involves conveying ideas, thoughts or information via a spoken language. In written communication, however, information is exchanged using written symbols, that is, via words and sentences. Written communication is the sharing and exchanging of written symbols between individuals or groups. It is also the

presentation of ideas in a coherent manner in written form. Written communication can take place via letters, faxes, e-mail, reports, memos, and advertisement. You can acquire good writing skills through extensive reading, note-taking and listening. In order to communicate effectively via writing, you need to have a sound grounding in grammar and vocabulary so that you can present ideas, together with supporting details, in a unified and coherent manner (Thompson I., 1995). For one thing, once you put something into writing, the message is there for posterity, so that others can read it again and again, whenever they like. This is especially useful for research purposes where you need to build up on existing pools of knowledge. Writing also means that information can be stored and transferred from individual to individual and group to group without relying on memory. Through the written word, records can exist independently of the writer. Written communication can also serve as a form of acknowledgement a proof that something has been done in case verification is needed later (Chap Sochenda, 2011).

Many ESL textbooks approach writing by teaching students the proper forms of writing English (how to write a sentence, a paragraph, and so on) and then coming up with topic to give students and opportunity to practice using these forms. Other approaches begin with the message, encouraging students to find something they want to say and moving to the question of what form will best help them communicate their message. Below are several general principles that will help you ensure that a writing class is as communicative – and interesting – as possible:

- 1) Make an effort to generate interest in topic before asking students to write. One way to do this - and get in some good speaking practice – is to discuss a topic before writing about it. If students have no considered or discussed an idea, they are less likely to become deeply interested in it.

- 2) Use naturally existing information gaps and opportunities for communication. There is a general deal you don't know about your host country (if you teach abroad), about its history and culture, and about the students, so compositions are a natural community for the student to communicate you. What the students don't know about each other (e.g., stories from childhood) is a second natural information gap. Take advantage of these.

- 3) Ask students to write their own ideas in their own words as much as possible. Many writing texts are filled with exercises that require students to rearrange sentences or correct flawed compositions. Such exercise can be useful for teaching specific writing skills, but they certainly do not provide students with an opportunity to communicate in writing.

4) See that writers have a real audience for their ideas. If you have asked students to write about their culture, respond to what they say as well as to how they say it. If you are having them write about themselves, have them share what they write with other members of the class. Students need to experience the interest of others in what they have to say if they are to make an effort to communicate (Don Snow, 2006).

Using written communication is not easy. After all, most of us have a good deal more experience with speaking and listening and with non-verbal communication than with writing. We develop writing skills long after we learn many other forms of communication skills. It is important to consider how you represent yourself and your practice in your writing. The impression we create of ourselves through our writing is usually more enduring than the impression we create in spoken interactions and, indeed, we may be called to account for our written words long after we have written them. For example, we can be asked to appear before courts for cross-examination of reports and case notes we have written years ago. Understanding and reaching your audience is important to effective written communication. This simple fact is often forgotten when you focus on the importance of the story you want to tell, rather than on how you can ensure that your written story is made accessible and interesting to your audience (Heaton, J. B., 1990).

Pitfalls to avoid in writing as communication

Basically, there are four types of errors that you must try to avoid in written communication such as:

1) Confusing language:

Confusing language refers to words that mislead the reader and cause communication breakdown. It may also result in barriers being erected between the writer and the reader. Avoid words which are ambiguous, bombastic, vague, sexist, exaggerated, inflated and archaic. Remember to write in plain, good English.

2) Verbosity

Verbosity means the use of too many words, so much so that they interfere with understanding. If verbosity persists, it may antagonize, confuse, and bore the reader. For example, Admin was the winner! (ok), Admin won! (better).

3) Poor Sentence Structure

Poor sentence structure often leads to fragmented writing and choppy sentences that impede understanding. Try to keep your sentence(s) short and concise to ensure that they are correct, logical and easy to understand. Word order is important for meaning. Remember that words should be structured in such a way that those which proceed should be in accordance with those that follow.

4) Information Overload

Information overload means giving so much information till you feel overwhelmed and confused. This may cause frustration and cast doubts on the writer's credibility. Therefore, as a writer, you must decide on the type of information required and present this to produce a clear, concise and relevant piece of written work (Graham S. 2010).

2.3 Theories of Teaching English as a Foreign Language

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English. There has been a mushrooming growth of coaching centers in countries. Demand for English teachers in Cambodia has grown over the past decade, though the country has a small population and is dependent on foreign aid for much of its economic development, limiting growth. The majority of expats choose to teach in Cambodia because the barriers to entry are quite low.

Cambodia is a developing country and because Cambodia was a French Colony most of the older people in Cambodia can speak some French. However, the younger generations are looking towards speaking English as it is the de facto international language. As a result of this, there is a huge need for people who can teach English, especially native English speakers. Native speakers are welcomed from any country that they come from, whether it's the US, UK, Australia, or wherever. Despite a harrowing history of war and genocide, Cambodia is now one of Southeast Asia's most peaceful and heavily visited destinations. Many people travel to Cambodia to see the ancient temples of Angkor Wat, beautiful beaches of Sihanoukville and unique mix of modern and colonial architecture in the capital city of Phnom Penh. Combine this with hospitable and friendly people, a relatively low-cost of living and increased access to modern amenities and facilities, and it is easy to see why more and more intrepid travelers are choosing to make Cambodia home. One of the easiest ways to work and live in Cambodia is to teach English.

The four Ps (Preparation, Presentation, Practice, and Product)

According to Tanya Cotter (2008), PPPP is essential in English teaching. She writes the following statements to describe the four Ps.

Preparation

Preparation or planning is the best antidote for the nerves that many people feel when teaching a subject for the first time or meeting a new group of students. It is also the only way to ensure that your educational objectives are achieved. Planning begins with thinking about how you would like your students to approach their learning in your subject, and what you would like them to understand, know or be able to do by the end of the session. Whether you are planning a subject for the first time, or reviewing an existing subject it is important to consider the effects of your teaching and assessment on students' learning. The following is an outline of four stages you could take in planning a subject. Each of these stages should be considered as a guide, and the activities described may not necessarily occur in the order provided. If you are taking over from someone else, your subject will already have aims, a handbook description, indicative content, assessment tasks and indicative references which have been approved by your Faculty board. Talk with your course co-coordinator or Faculty administrator if you do not have a copy. The approved outline will create the framework for further development that you do.

Presentation

In this stage the teacher presents the new language in a meaningful context. I find that building up stories on the board, using realia or flashcards and miming are fun ways to present the language.

Practice

There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures.

Product

Again there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely.

2.3.1 Classroom Management for English teaching

Classroom management for English teaching is one of the most important challenges beginning English teachers face. When English teachers talk

about the most difficult problems they experienced in their first years of teaching, they mention classroom management and discipline most often. A new teacher's reputation among colleagues, school authorities, and students will be strongly influenced by his or her ability to perform the managerial functions of teaching, particularly creating an orderly learning environment and dealing with students behavior. Classroom management is not an end in itself; it is merely one part of a teacher's overall leadership. In this regard, classroom management cannot be separated from the other aspects of teaching. For example, when teachers plan carefully for lessons, they are doing much to ensure good classroom management. When teachers plan ways to allocate time to various learning activities or consider how space should be used in classroom, they are again making important decision that will affect classroom management. Further, each teaching model or strategy a teacher chooses to use places its own demands on the management system and influences the behaviors of both teachers and learners (Richard I. Arends, 2007). Here are the issues and solutions raised and suggested by Laurence Pringle (2015)

Table 2.2 Issues and solutions about classroom management in English teaching

Issue	Solution
Undermining the instructor's authorities	This is tricky as it speaks to "Attitude." A student might belittle the instructor or engage in a battle of the wills. This student would need to be privately told that their attitude was confrontational and asked how this might be solved mutually. "Be careful not to read most questions about content, interpretation, or assignments as a challenge of authority. Acting as if they are not, even when you suspect they are, can convey a sense of confidence and control. Sometimes merely assuring the student, while smiling, that you have indeed reflected on this issue at length and that they too will understand soon why the information or the assignment is valuable diffuses the situation. You may even want to encourage them to ask the question again at a later date if necessary."

Table 2.2 (Conts.)

Issue	Solution
Leaving class too frequently	Camps are divided as to whether or not students should ask for permission to leave for bathroom breaks or wait for a break in the class. I don't require my students to limit their bathroom breaks or ask permission, however, this is contentious for some faculty when breaks are taken too frequently. You might privately ask the student if everything is OK so that they know that you are concerned by their behavior. Don't assume disrespect – it might be a bladder infection or some other physical problem.
“Spacing Out” or Sitting With Back to Instructor	If this is a repeated problem, students need to know that their non-verbal behavior is perceived as disinterest. You might ask them after class if they need a more comfortable seat. Some students are extremely shy and it might take half of the semester before they open up enough to make sustained eye contact or face the instructor completely. Remember also that sustained eye contact is a culturally dictated practice that might not be feasible for some students.
Poor hygiene (possible cultural considerations)	Poor hygiene, too much perfume, cigarette odor or other strong odors can be distracting or even nauseating to students. The cause for the odor might be culturally based in bathing preferences between cultures. This can be a real problem for some faculty while others will never encounter the dilemma. I suggest letting the offending student know that in close quarters, some students have issues with strong smell. It might be suggested that for the course (not their outside of class lives) that the odor be masked in some way.
Verbal or physical threats	Verbal or physical threats are serious matters. They are discussed in detail by experts in the field in “Handling Crisis.” As a general rule consult professional experts for assistance immediately.

Table 2.2 (Conts.)

Issue	Solution
Gum, Food, Pagers, and Cell Phone Disruption	If decided upon by class, consequences for breaking this policy might range from the loss of participation points to the offender having to present on a topic of interest to the class. Some instructors allow pagers and cells to be on the vibrate setting as long as they are attended to at the break rather than used when it interrupts the class. Instructors need to abide by this rule as well and allow for at least one mistake per student as accidents do happen from oversight. The idea here is to prevent habitual disruption from gum popping and phones ringing.
Monopolizing Discussions	This is common but manageable. Many students are excited and talkative so it might be good to give them a few class periods to settle in. However, if it's evident right away that this is a trend, it's best to ask them to stay after class. You might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved. The student will most likely get your drift with minimal humiliation.
Sleeping in class	Sleeping in class is usually considered rude. Most faculties believe it should not be tolerated and is best curbed up front by waking a sleeping student and asking them to step outside with you. Once there faculty often tell students that it's best for the rest of the class if they return when they are awake enough to be an active participant. This occurs from time to time and you obviously are the one to choose lenience or punitive action. If it's one of your more regularly involved students, perhaps give them an option of an extra credit research assignment they can bring to your next class period covering the subject matter they

Table 2.2 (Conts.)

Issue	Solution
	<p>missed while they were sleeping.</p> <p>An alternative approach is to assume that the student does not feel well, was up most of the night with a sick child, or has some other condition that results in sleepiness when still for long periods of time. You might simply choose to wake the student and ask them if they are feeling alright. To pull this off you need to approach it with true concern for the student's health and well-being. Most of the time, students are so embarrassed and so appreciative of your genuine concern that they don't let it happen again.</p> <p>Encourage students to actively participate, take notes (explain that this is helpful to their learning as it stimulates memory in the brain) and in particularly long classes break up the session with activities or paired conversations about a topic to ensure that students stay engaged. Students don't learn much from listening, so remember that the more they "experience" the learning process the more you are really teaching.</p>
Repeated Tardiness:	<p>There should be clear parameters set around this issue up front – either in your syllabus or in the class decided norms. Stick to your guns on the policy. Some fair policies might include 3 tardiest equals one absence.</p> <p>It might be best to discuss this with students individually; some are habitually late because they are dependent on bus routes or other drivers for transportation to school.</p>
Refusal to Participate or Speak	<p>We cannot force students to speak in class nor participate in group projects. This can be addressed and become a win-win situation by either giving the student alternative options to verbal participation (unless it's a speech class) or simply carefully coaxing some</p>

Table 2.2 (Conts.)

Issue	Solution
	response out of them and praising whatever minimal effort you receive from them. Remember, some students are terrified to be in a class setting –especially if there are round tables rather than desks – allowing for little anonymity.
Sexual Innuendo, Flirting, or Other Inappropriate Suggestion	This behavior should be curbed as soon as it occurs. It's never comfortable to tell a student that they aren't being appropriate and if you are uncomfortable, a short, positive e-mail or phone call might suffice. Your response should be not judgmental and you might discuss it with your department chair or faculty mentor before broaching it with your student.
Sharing/Copying Work	In some cultures, students work together to produce homework. It may come as a shock to these students that they cannot submit identical work. This may also come as a surprise to couples, parent-child, siblings, or close friends. Be careful to give thought to how you will handle this before you encounter it and react as if it were intentional cheating. This can also occur when the class does a great deal of group work. Make sure you are clear about what is individual vs. group work in your assignments.
Plagiarism or Lying	Depending upon the class and the student's prior knowledge of what plagiarism entails, some faculty issue an automatic F for the first instance, then expulsion from the class with a report to the department chair and division dean on a second instance. Most colleges have specific policies. Be sure to know you college policy before taking action.
Too Much Chit Chat	Give 2-minute chat times for groups or before class begins let them know that you have material to be covered and that their talking isn't helping you achieve your goals for the class. Know too that some students

Table 2.2 (Conts.)

Issue	Solution
	occasionally translate a word or phrase to a tablemate who might not have as strong an understanding of English, be patient and observant when curbing this behavior.
Disrespectful Behavior	The reality is that sometimes students just plain won't like you. You will find yourself in a conversation with yourself about why they don't like you and treat you with disrespect. Animosity will perpetuate itself so remember your role and look for a way to positively invite the student to engage more deeply in the class. Perhaps offer them a special task based on a self-disclosed talent; for instance, a student whose hobby is Origami (Japanese paper folding) might lead a lesson on the art of following instructions.

2.3.2 Teacher Centered Teaching for English teaching

A teacher-centered approach is one where activity in the class is centered on the teacher. It can be compared to a learner-centered approach. A typical Presentation-Practice-Production (PPP) lesson tends to be teacher-centered, as the teacher leads the activity and provides necessary information, usually in an open-class arrangement. Teacher-centered lessons are generally associated with traditional approaches to language learning, but teacher-centered activity can be useful in a variety of ways in teaching. The teacher is an effective model of the target language and an important source of information on how the learners are doing (Chap Sochenda, 2011).

The teacher-centered approach often utilizes lectures. Lecturing is the most frequently used teaching technique in higher education. Over the years it has developed a bit of a bad reputation because it encourages students to be passive learners who neither contribute to the class through discussion nor engage in critical thinking or problem solving. Many teachers would disagree with this criticism of the lecture; they argue that if used appropriately, the lecture is a very effective technique. There are ways to make lectures more active and student-centered. For example, ask an open-end question and have students discuss the answer in small

groups and then call on a few groups to report back. When is it appropriate to lecture? When you want to impart some information or give instructions or details that the students could not find elsewhere. There should be this sort of value added component to the lecture, beyond what the student could read in the textbook or handouts etc. When you want to present and organize the material in a certain way or for a specific purpose (Finocchiaro, M., 1981).

Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments (Jones Leo, 2007).

2.3.3 Student Centered Teaching for English teaching

While English teachers are an authority figure in this model, English teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction (Jones Leo, 2007).

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills (Richard I., Arends).

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience. Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered classroom, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning. Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole (Joe Buntin, 2012).

Learner-centered teaching is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning. Traditionally instructors focused on what they did, and not on what the students are learning. This emphasis on what instructors do often leads to students who are passive learners and who did not take responsibility for their own learning. Educators call this traditional method, "instructor-centered teaching." In contrast, "learner-centered teaching" occurs when instructors focus on student learning. Educators commonly use three phrases with this approach. Learner-centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Learning-centered teaching focuses on the process of learning. Both phrases appeal to faculty because these phrases identify their critical role of teaching

in the learning process. The phrase student centered learning is also used, but some instructors do not like it because it appears to have a consumer focus, seems to encourage students to be more empowered, and appears to take the teacher out of the critical role (Miftachul Huda, 2015).

2.4 Theories of teaching writing

We live in a new world of teaching writing. It's a world dominated by curricula that have one clear goal in mind: Students must pass "the writing test." In some ways, this challenge is being met. More instructional time is devoted to the type of writing that is on the test. Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing. Many teachers dread teaching writing precisely because it takes lots of time, in class and out (Donald Pharr, Santi V. Brusceci, 2005). A Sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbearably difficult. They feel that everyone else finds writing easy or at least tolerable. Such People typically, "I am not any good at writing" or "English was not one of my good subjects". They imply that they simply do not have a talent for writing, while others do. The result of this attitude is that people try to avoid writing, and when they do write, they don't try their best. Their attitude becomes a self-fulfilling prophecy: their writing fails chiefly because they have brainwashed themselves into thinking that they don't have the "natural talent" needed to write. Unless their attitude changes, they probably will not learn how to write effectively (John Langan, 2005).

2.5 Writing Steps

Table 2.3 Writing Steps

N	Name	Steps
1	John Langan (2005)	1. Prewriting <ul style="list-style-type: none"> a. Free writing b. Questioning c. Making list d. Clustering e. Preparing a scratch outline

Table 2.3 (Conts.)

N	Name	Steps
		2. Writing a first draft 3. Revising a. Revise contents b. Revise sentences Editing
2	Robert Keith Miller (2006)	1. Drafting 2. Revising 3. Editing
3	Steve Peha (2002)	1. Prewriting 2. Drafting 3. Sharing 4. Revising 5. Editing 6. Publishing
4	Ali Hale (2014)	1. Prewriting 2. Writing 3. Revising 4. Editing 5. Publishing
5	Laurence Pringle (2015)	1. Prewriting 2. Drafting 3. Revising 4. Editing 5. Publishing

John Langan (2005), points out the writing process as below.

1. Prewriting
2. Writing a first draft
3. Revising
4. Editing

Here is the description of the five steps.

Prewriting

If you are like many people, you may have trouble getting started with writing. A mental block may develop when you sit down before a blank sheet of

paper. You may not be able to think of an interesting topic or thesis. Or you may have trouble coming up with relevant details to support a possible thesis. And even after writing a paper, you may hit snags – moment when you wonder “What else I can say?” or “Where do I go next?”

The following pages describe five prewriting techniques that will help you think about and develop a topic and get words on paper.

Free writing

Free writing means jotting down in rough sentences or phrases everything that come to mind about a possible topic. See if you can write nonstop for ten minutes or more. Do not worry about punctuation or spelling correctly, about erasing mistakes, about organizing material, or about finding exact words. Instead, explore an idea by putting down whatever pops into your head. If you get stuck for words, repeat yourself until more words come. There is no need to feel inhibited, since mistakes do not count and you do not have to hand in your writing.

Free writing will limber up your writing muscles and make you familiar with the act of writing. It is way to break through mental blocks about writing. Since you do not have to worry about mistakes, you can focus on discovering what you want to say about a subject. Through continued practice in free writing, you will develop a habit of thinking as you write.

Questioning

In questioning, you generate ideas and details by asking questions about your subject. Such question include Why? When? Where? Who? and How? Ask as many questions as you can think of.

Asking questions can be an effective way of getting yourself to think about a topic from a number of different angles. The questions can really help you generate details about a topic.

Making a list

In making a list, also known as brainstorming, you collect ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones or trying to put the details in any special order. Your goal is just to make a list of everything about your subject that occurs to you.

Clustering

Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for paper. This method is helpful for people who like to do their thinking in a visual way. In clustering you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

Begin by starting your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other and to the subject. Put more ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well.

Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.

Preparing a scratch outline

A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows free writing, questioning, list-making, or diagramming; or it may gradually emerge in the midst of these strategies.

In a scratch outline, you think carefully about the point you are making, the supporting items for that point, and the order in which you will arrange those items. The scratch outline is a plan or blueprint to help you achieve a unified, supported, well-organized composition.

Writing a first draft

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do later" and press on to finish the paper. Also, don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.

Revising

Revising is such a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewrite a paper, building on what has already been done, in order to make it stronger. One writer has said about revision, "It's like cleaning house-getting rid of all the junk and putting things in the right order." But it is not just "straightening up"; instead, you must be ready to roll up your sleeves and do whatever is needed to create an effective paper. Too many students think that the first draft is the paper. They start to become writers when they realize that revising a rough draft three or four times is often at the heart of the writing process.

Here are three stages to the revising process:

1. Revising content

To revise the content of your essay, ask these questions:

Is my paper unified?

Do I have a thesis that is clearly stated or implied in the introductory paragraph of my essay?

Do all my supporting paragraphs truly support and back up my thesis?

Is my paper supported?

Are there three separated supporting points for the thesis?

Do I have specific evidence for each of the three supporting points?

Is there plenty of specific evidence for each supporting point?

Is my paper organized?

Do I have an interesting introduction, a solid conclusion, and an accurate title?

Do I have a clear method of organizing my paper?

Do I use transitions and other connecting words?

2. Revising sentences

To revise sentences in your essay, ask yourself:

Do I use parallelism to balance my work and ideas?

Do I have a consistent point of view?

Do I use active verbs?

Do I use words effectively by avoiding slang, clichés, pretentious language, and wordiness?

Do I vary my sentences?

Editing

After you have revised your paper for content and style, you are ready to edit-check for and correct-errors in grammar, punctuation, and spelling. Students often find it hard to edit a paper carefully. They have put so much, or so little, work into their writing that it's almost painful for them to look at the paper one more time. You may simply have to will yourself to perform this important closing step in the writing process. Remember that eliminating sentence-skills mistakes will improve an average paper and help ensure a strong grade on a good paper. Further, as you get into the habit of checking your paper, you will also get into the habit of using the sentence skills consistently.

Robert Keith Miller (2006) writes that there are four steps of writing.

1. Drafting
2. Revising
3. Editing

Drafting

Drafting means writing a preliminary version of a work that you will later revise. That is, it means getting your ideas on paper (or screen) so that you can work with them. If you think of drafting as “writing the paper,” you put yourself at risk. Thinking in these terms can lead to writer’s block by making drafting seem excessively important. And if you think drafting means “writing,” you may be less likely to appraise your work critically before preparing another version of it. Drafting is simply one of the stages of writing process, and experienced writers usually compose more than one draft of what they write.

Unlike planning and revising—both of which can be undertaken at various times throughout a busy day—drafting usually requires a block of uninterrupted time.

Recognizing that writing a good introduction can be difficult, some writers draft by beginning in the middle and compose an introduction only after they have drafted several pages. But other writers draft most comfortably after they have composed an introduction that pleases them, and there are even writers who need to write a good title before they can draft with any ease.

Revising

Revising distinguishes writing from speaking: Revising affords the writers a second (or third, or tenth) chance to get the meaning right. One professional writer explains that he always produces a “zero draft,” a draft that is even rougher than a first draft. Many writers feel that they are not writing when they are drafting; they are writing only when they are revising.

Revising involves considerably more than fixing the spelling and punctuation before you pass your writing on to a reader. It is easier to understand what revising is if we break the word into its parts: *re*, meaning “again,” and *vising*, meaning “seeing.” Revising is seeing again, taking another look. Even though writers often do some revising as they draft, revising is most productive when something written days or week ago can be viewed with “new” eyes, almost as another person would see it.

Thinking of revision as reentering the writing on at least three different levels—appraising the content, checking the organization, and refining the style—to see what works and what might need changing.

Editing

When you believe that you have said what you want to say the way you want to say it, you are ready to edit your paper. Check your grammar. Make sure that each sentence is complete. Check each subject-verb pair to make sure that they

agree. Correct dangling modifiers (words or phrases that do not logically modify the sentence elements with which they are placed) and shift in tense, person, or tone.

Pay attention to spelling, mechanics, and punctuation. If you are using a computer, this is the time to run your spell checker. But don't expect a computer program to identify every problem. Comments from well-disposed, thoughtful readers can help you gain a new perspective on what you have written. Whenever possible, move beyond your circle of family and friends by sharing drafts with classmates who are working on the same assignment. When peer review is undertaken by a group of people in the same writing situation the advice given is especially likely to be helpful. Peer review can be beneficial at almost any point in the writing process. Some writers like to share the early drafts to see how their topic and purpose appeal to readers.

Roth Hok (2000), writes in his books about writing process as the following.

Exploring/Generating ideas

Before you can write about a topic, you have to collect ideas to write about. Five helpful techniques to stimulate your ideas are (a) free writing, (b) brainstorming, (c) clustering, (d) cubing, (e) keeping a journal, and (f) using the journal question.

Free writing

one of the best ways to generate ideas for essay is by free writing. When you free write, you write nonstop for a certain amount of time (usually around ten minutes) about anything that comes to mind when you think about a subject. Guidelines for free writing are a) write down your ideas in whatever manner and order they come. Don't worry about complete sentences, grammar, spelling, or punctuation, b) continue writing for the entire amount of time; don't stop at all, c) when your time is up, read what you have written and underline an idea you would like to pursue.

Brainstorming

To help discover ideas and relationship among them, many writers find it useful to brainstorm a topic-to make a list of everything that comes to mind when they think about a subject. Guidelines for brainstorming are a) write a list of everything you can think of-ideas, experiences, examples, and associations-related to a particular topic. Don't be concerned about the order of the ideas or how important they seem. b) Read through your list and look for patterns. Try to make connections among items by grouping them into categories. Then put an asterisk next to the ideas that seem the most interesting or important. c) After brainstorming

your topic, you might want to explore a particular aspect of it further by using one of the other prewriting strategies.

Clustering

Like free writing and brainstorming, clustering (also called mapping) is a means of rapidly generating ideas and discovering relationships among them. Unlike the first two invention techniques, however, clustering provide a sketch or map of the connections among ideas and details. Many writers find that this process of visually exploring a subject helps them think more creatively and associate ideas more freely. Guidelines for clustering are a) write your topic in the middle of an unlined sheet of paper and draw a circle around it. b) Draw a line from your topic to an idea suggested by it and circle this idea. c) Continue associating to further ideas, details, and experiences. Circle each item and draw a line back to the idea that suggested it and to other related ideas. d) When you finish with this major division, or branch, of your topic, return to the center and start again with another idea. Repeat the process until you run out of ideas. e) When you are done, look over your diagram and decide which chains of ideas seem the most intriguing. Consider analyzing these ideas further by using one of the other prewriting strategies.

Cubing

Cubing is an invention technique that helps writers quickly view a topic from six perspectives. This activity involves drawing a cube around a topic and imagining that one is looking at it through the six sides. Each side receives a different label: describe, analyze, compare, associate, apply, and argue. Guidelines for cubing are a) describe: what you topic look, sound, feel, taste, or smell like? b) Analysis: how is it made? What parts can it be divided into? How do the parts related to the whole? c) Comparison: what is it similar to and different from? d) Association: what does it remind you of? Does it relate to anything in your own experience? e) Application: what can you do with it? How can you use it? f) Argument: what argument can you make for and against it?

1. Keeping a journal

Journal writing is a technique that is popular with many writers. When you are not given a specific subject to write on, you can refer to your journal for possible topics. If you decide to keep a journal, start by buying a notebook and writing in it for a few minutes every day. Use the time to write about anything you want. For example, you could write about the events of your day, the people you met or talked to, or your reaction to something that you heard, read, or saw.

Steve Peha (2002), points out the writing process as prewriting, drafting, sharing, revising, editing, and publishing.

Prewriting

Prewriting is any writing you do before you start writing. We all do a little bit thinking before we write. Prewriting is a time that you can use to experiment, to jot down a few quick ideas, to try out something new without having to try very hard. You can draw. You can read. You can make notes. You can scramble random thoughts. You can make a web or a story map. You can do anything that can help you come up with good ideas for writing. Then, you just write down whatever pops into your noggin. As you begin to put ideas down on the page, see if you can organize them in some way.

Drafting

Drafting is about something that is not finished. You probably already knew that. But what you may not have known is that drafting is all about being pulled into your topic and letting it carry you along right behind. You have thought about it during prewriting, you may have even written a few notes, now just let yourself go. Let yourself be drawn in by the power of your own ideas. Get up close to them, put your pencil on the paper, open up the throttle of your imagination, and don't stop until you cross the finish line.

Drafting is like playing a race car video game with an endless supply of quarters. If you end up in a ditch with nothing to write about, just pop in another coin, pick your pencil and start driving again on some other parts of your topic.

Sharing

Sharing means just what it says: sharing your work with other people and getting some feedback about how you are doing. Your piece does not have to be finished for you to share it. In fact, it is better for you to share it several times long before it is done, so you have a chance to make changes based on the comments you receive. One thing that helps is to focus your audience on something in particular that you would like them to respond to.

You start by sharing your work with other people. If you do not feel comfortable sharing in front of the group, share with a friend, parents, or teacher. Just share and see what happens.

Revising

The word "revise" literally means "to see again." This is what revise about. Having received comments about your piece during the Responding Stage, you can better see your writing now from the reader's point of view. That's the key.

Up to this point, you've probably been more concerned about yourself-what you want to say, how you feel about it, thing you want to include. But now it is time to shift your thinking just a bit and really start considering your audience. It is time to start asking yourself, "how can I say what I want to say in a way that will make my readers understand how I feel and maybe make them feel that way, too?"

Revising is hard because it involves four distinctly different things you often have to do all at the same time: 1) Adding things; 2) Moving things; 3) Cutting things; 4) Leaving things alone. The important thing to recognize is how important revising is. It is the most important stage in the writing process. It is where you should be spending most of your time because it will help you more than anything else to improve.

Editing

Editing means many things to many people. But here it means only one thing: taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage. You can make minor changes to the content of you piece. Editing is hard because there are lots of things you need to know in order to do it well. Edit the things you know how to edit. Then, ask someone else to help you with the rest. Watch what they do so you can do it on your own next time.

Publishing

The word "publish" might remind you of another word you know. That would "public" because that's what publishing is all about: preparing a piece of writing so that it can be read, understood, and enjoyed by the public. The public are the people in your classroom particularly.

li Hale (2014), points out the writing steps as below:

Prewriting

Ideas are all around you. If you want to write but you don't have any ideas, try:

Using a writing prompt to get you started.

Writing about incidents from your daily life, or childhood.

Keeping a notebook of ideas-jotting down those thoughts that occur throughout the day.

Creating a vivid character, and then writing about him/her.

These are a couple of popular methods you can use to add flesh to the bones of your idea:

Free writing: Open a new document or start a new page, and write everything that comes into your head about your chosen topic. Don't stop to edit, even if you make mistakes.

Brainstorming: Write the idea or topic in the center of your page. Jot down ideas that arise from it-sub-topics or directions you could take with the article.

Writing

Sit down with your plan beside you, and start your first draft (also known as the rough draft or rough copy). At this stage, don't think about word-count, grammar, spelling and punctuation. Don't worry if you've gone off-topic, or if some sections of your plan don't fit too well. Just keep writing! If you're a new writer, you might be surprised that professional authors go through multiple drafts before they're happy with their work. This is a normal part of the writing process – no-one gets it right first time. Some things that many writers find helpful when working on the first draft include:

Revising

Revising your work is about making “big picture” changes. You might remove whole sections, rewrite entire paragraphs, and add in information which you've realized the reader will need. Everyone needs to revise—even talented writers. The revision stage is sometimes summed up with the A.R.R.R. (Adding, Rearranging, Removing, Replacing) approach:

Adding

What else does the reader need to know? If you haven't met the required word-count, what areas could you expand on? This is a good point to go back to your prewriting notes – look for ideas which you didn't use.

Rearranging

Even when you've planned your piece, sections may need rearranging. Perhaps as you wrote your essay, you found that the argument would flow better if you reordered your paragraphs. Maybe you've written a short story that drags in the middle but packs in too much at the end.

Removing

Sometimes, one of your ideas doesn't work out. Perhaps you've gone over the word count, and you need to take out a few paragraphs. Maybe that funny story doesn't really fit with the rest of your article.

Replacing

Would more vivid details help bring your piece to life? Do you need to look for stronger examples and quotations to support your argument? If a particular paragraph isn't working, try rewriting it.

Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after you've made revisions on a big scale: or else you could agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece. When editing, go through your piece line by line, and make sure that each sentence, phrase and word is as strong as possible. Some things to check for are:

Have you used the same word too many times in one sentence or paragraph? Use a thesaurus to find alternatives. Are any of your sentences hard to understand? Rewrite them to make your thoughts clear.

Which words could you cut to make a sentence stronger? Words like "just" "quite", "very", "really" and "generally" can often be removed.

Are your sentences grammatically correct? Keep a careful look out for problems like subject-verb agreement and staying consistent in your use of the past, present or future tense.

Is everything spelt correctly? Don't trust your spell-checker-it won't pick up every mistake. Proofread as many times as necessary.

Have you used punctuation marks correctly? Commas often cause difficulties. You might want to check out the Daily Writing Tips articles on punctuation.

Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

Laurence Pringle (2015), indicates the writing steps:

Prewriting

Prewriting is the planning phase of the writing process. During this phase, writers may plan for writing by drawing pictures, making lists, brainstorming, using graphic organizers, or conferring with a peer as they anticipate writing on a topic for a particular audience. The Idea and Organization Traits are important in the prewriting phase as writers consider narrowing or expanding the writing focus and select an organizational structure that will most effectively showcase their ideas.

Drafting

The drafting phase of the writing process entails the actual composing of the text. During this phase, writers use prewriting activities to generate a piece of writing in rough form. The goal is translate ideas into a written organization without being constrained by word choice, sentence structure, conventions, and presentation. Informal conferences with teachers or peers can occur during this phase to provide focused feedback to the writer.

Revising

During the revision phase of the writing process, writers examine the content of their writing. Writers review their text for clarity and craft and consider changes that would improve the piece. The first five traits are essential for effective revision of the content: Ideas, Organization, Voice, Word Choice, and Sentence Fluency. Based on their own critical review and feedback, writers may keep elements of the writing as well as make revisions as they add, delete, move, or change elements.

Editing

Writers attend to correctness in conventions when they enter the editing phase of the writing process. Editing should be undertaken when all revisions to the content are complete. Writers may edit independently or engage in peer editing. Editing requires that writers proofread to find errors in grammar, usage, mechanics, and spelling and then make appropriate corrections. Writers then edit to correct the errors before preparing the final draft for publication. The Conventions Trait is most prominent at this phase of the writing process.

Publishing

Publication entails the final preparation of a piece of writing for the intended audience and may involve preparing a neatly handwritten or word processed copy of the final draft and the addition of illustrations or other graphic elements. Publication may extend to a multimedia presentation or lead to a public performance such as a speech or a debate. The Presentation Trait is emphasized during this phase of the writing process as the writer works to make the piece appealing and inviting to the audience.

Table 2.4 writing steps for Effective Teaching Method for English diary writing skill extracted from the five authors

Author/Steps	Prewriting	Drafting	Sharing	Editing	Revising	Publishing
John Langan	✓	✓		✓	✓	
Robert Keith Miller		✓		✓	✓	
Steve Peha	✓	✓	✓	✓	✓	✓
Ali Hale	✓	✓		✓	✓	✓
Laurence Pringle	✓	✓		✓	✓	✓

Through the experimenting in this study, research selected the writing steps for Effective Teaching Method for English diary writing skill as describe below.

1. Pre-writing

All students have to learn to write prewriting firstly before they start other steps. Prewriting is very essential or we can say that it is the bone of writing. Below is the three main points that the students have to study in order to produce a good writing.

1.1 Brainstorming

Once the students have chosen a topic and since they know their specific topic and purpose, it is time to begin deciding what main ideas or points will actually go into the essay. They probably have a good idea about what some of these will be, but then it is time to get them down. At this point students need to spend a few minutes brainstorming about thesis and writing down any or all ideas that may relate. There is no need to edit these ideas as they come, instead, simply write them all down and students can then edit and group them when they are done. For example, students write about their daily activities. In that, they have to write what they do at the day before. Before they write as paragraph they have to think of some key words or ideas. They do it in brainstorm stage. They write some words such as went to school, studied Math, played football with friends, came home at five, etc. They have to mobilize the ideas as much as possible. Once the students have the list that has been evaluated and organized, they can put that list together into a more comprehensive outline. Doing this helps to prevent getting stuck during the actual writing phase and needing to perform major reorganization to their writing.

1.2 Analyzing ideas

After students get the ideas that they have jotted down they have to analyze the meaning of these ideas. All the ideas may not be used for writing because it can be spent too much time to write or the writing may go out of the topic. Students delete the ideas or words that are not related to the topic or related little to topic.

1.3 Selecting ideas

When the students get all the ideas they think that are related to the topic given they start to select the ideas they want to write down. They select the ideas as many as they think they want to write. The students ignore the ideas that are not important to write.

2. Drafting

2.1 Writing the first draft

Students write the first draft in any form they like. It can be written as paragraph, single sentence separately, or sentences by attaching numbers. In this step students feel free to write the sentences they want in whatever form they like. Teacher does not interfere the form of writing this step.

2.2 Writing the second draft

Students consider converting their first draft to second draft. In this step they have to write the sentences in the paragraph form. The writing looks more tidily organized and more formal. Teacher tells students not to care any editing. What they need to do is just write the sentences in the form of paragraph(s).

3. Sharing

After the second drafting is done, students share the writing to their classmates in order to have them see their friends' forms of writing. They possibly get new ideas and learn new things from looking the other writing forms. They also can give comments to their friends about writing in the paragraph form.

4. Editing

4.1 Individual editing

Editing is one of the important steps in writing. Students need to work hard to check the mistakes or errors in their writing. In this step, every student works to find the mistakes of writing in the text by themselves. Teacher tells students what mistakes to look for. The points to check are a) spelling, tenses, sentences, subject verb agreement, punctuations, layout, meaning, capitalization, and liking words.

4.2 Peer editing

Students work in pairs to help each other check the mistakes in their friends' writing. They check the points as they do in individual editing. This stage is essential to make sure that they have the least mistake after handing the writing to teacher. Students discuss on the editing and they can argue for the points they are confident with their writing. Students may feel surprised to compare their first and second editing.

5. Revising

5.1 Revise contents

Revising means to read again. Firstly, students have to revise the content of their writing. They check the meaning to clarify that they do not go out of the topic or they do not use the parallel sentences.

5.2 Revise sentences

Students need to check the sentence structure. They go step by step from one sentence to another to make the sentences correct and attractive.

6. Publishing

After revising students get the better writing but it may be in dirty situation psychically. Therefore they need to rewrite their writing in a beautiful form. At last, they hand the complete writing to teacher.

2. Controlled Writing

Controlled writing, also known as guided writing, has been a tradition for a long time in English as second/foreign language classrooms. It is still considered an effective tool in helping learners put words down on paper (Silva, 1990). One of the main proponents of controlled writing is (Raimes 1983), which states that, unlike free writing, controlled writing takes place when learners are supplied with “a great deal of the content and/or form [such as] an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue” (Sliva 1990) added that controlled writing assists in both preventing errors that apparently occur from first language interference and reinforcing proper use of second language patterns. Therefore, engaging learners in controlled writing in L2 can be “as an exercise in habit formation [in which the ESL/EFL learner] is simply a manipulator of previously learned language structures” (Silva, 1990).

Controlled writing activities are fundamental to teaching literacy to children or adults. Unlike other forms of writing prompts or activities, controlled writing focuses on establishing grammatical patterns, sentence structure, punctuation

and word order. Controlled writing exercises can help students learn how to express themselves effectively in proper English (Katharine Mitchell, 1999).

Advantages of Using Controlled Writing

Controlled writing is seen as a useful tool for teaching composition to English language learners (ELLs) at different levels of English proficiency especially beginner learners of English who are totally new to the language. Raimes (1983) argued that controlled writing is a practical process of “reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, and connecting words, and spelling”. Owens (1970) claims that there are several advantages of using controlled writing. One of these potential advantages is that it can be used with different levels. It also provides learners with plenty of writing practice using correct grammar forms as opposed to free composition writing. In addition, it allows learners to watch their progress within certain limits. Another benefit to using controlled writing comes from the fact that it can be prepared and corrected quickly which reduces the burden on the teacher. Moreover, it helps to systematically and gradually cover different teaching points, and it fulfills certain teaching objectives (as cited in Paulston, 1972). It also helps learners to practice writing for different purposes such as writing letters, messages, memos, notes, invitations, directions, and filling in application forms (Paulston, 1972). In terms of teachers’ reaction to utilizing controlled writing, the questionnaire results of Winer’s (1992) study revealed that student-teachers who conducted their practicum in writing classes noticed that controlled or guided writing was among the most effective strategies in improving ESL learners’ composition.

Kinds of Controlled Writing Tasks

There are different tasks that students can engage in when they are being scaffold during the writing process such as class discussions and debates, group or individual brainstorming, clustering, conference, generating WH questions about the targeted topic, and role-plays (Seow, 2002; Taylor, 1981). In terms of brainstorming, Taylor (1981) suggested that when learners brainstorm, they start “to make generalizations and to see connections and relationships among their observations, thoughts, and facts. And as ideas begin to emerge the students can begin to narrow down the scope of their topics”. He concluded that “this way the students can come to grips with their topics and learn to identify and test out support for their own arguments” (p. 10). Another kind of controlled writing that was proposed by Raimes (1983) is parallel writing in which learners “read and study a

passage and then write their own on a similar theme, using as a guide the vocabulary, sentence structure, cohesive devices, and organization of the model passage". Omaggio Hadley (1993); on the other hand, recommended a kind of communicative practice that precedes the actual writing task in order to provide support to ELLs who have lower English proficiency and build their confidence. Furthermore, Bangert-Drowns, Hurley, and Wilkinson (2004) stated that some teachers see writing as similar to the learning process in general. That is, it is argued that teachers should assist students in learning the content before engaging them in writing activities by, for example, building their vocabulary and the language needed to approach the writing activity. In brief, writing teachers can help their students by providing them with a content to manipulate or a format to follow until they are gradually able to write without assistance.

3. Freer Writing

After controlled writing was complete the students may want to get less control in their writing from teacher. They already get experience of collecting the information and mobilize the ideas for writing. But it does not mean that teacher ignore them in this stage. It is less control. Teachers have to have students partly such as give them some ideas to start writing, and by to help when students have questions, and encourage them when they feel to quit writing.

In this position, teachers do not interfere much on their writing. Students get this chance to experiment themselves to see the ability of the beginning of writing. Similarly to controlled writing, teachers should give topic and some guidelines or ideas about the topic. Then let students begin their writing and they can ask the questions any time when they need. Actually, the students get problems in writing in freer writing stage that is why teacher needs to be with students for most of the time.

4. Free Writing

Free writing is the stage in which the students decide to write independently after they get the topic from teacher. Teacher is the one who provide the topic and let the students begin their writing. Teacher does not need to give information of any brainstorming for them to get ideas. Students learn to think to produce the information from ideas for their writing by themselves. Teacher needs to remind students to reread their writing before they hand in the writing to him or her. Doing this is to let students have chance to correct the mistakes in their writing. For the first time of practicing this method the students may have many mistakes and they cannot write as much as teacher wants to see. Teacher lets students practice free writing for many

times as they can do it and then the students will need the feedback from their writing. Teacher is the key person to expand the ability of their writings.

5. Essay Writing

Essays are everywhere-in books, magazines, newspapers, and other printed material. An essay is short collection of paragraphs that presents facts, opinions and ideas on a topic. An essay usually has three to ten paragraphs. Each paragraph discusses one idea, often started in the topic sentence of the paragraph. An essay has three main parts: an introduction, a body, and a conclusion. Each part has its own special purpose. Briefly, the introduction provides some background information on the subject and states the main point in a thesis statement. The body consists of several supporting paragraphs that develop the main idea. The essay ends with a conclusion that summarizes the main points (Clanchy, J. & B. Ballard, 1995).

5.1 The introduction

Most formal essay begins with an introductory paragraph. In some ways, the introduction is the most important paragraph of your essay. Because it is the first one that will be read, it must capture the attention of the audience and create a desire to read the rest of the essay. It should set the stage for what follows and give the reader an idea of what to expect. The function of the introduction is: to provide background information, to capture the readers' interests, and to state the thesis (Glen-Cowan, P., 1995).

5.2 The body

The body of an essay consists of several paragraphs that develop and support the thesis. Each body paragraph develops one point from the thesis statement. These paragraphs all begin with a topic sentence that is supported specific details, facts, and examples. The body paragraphs of an essay should be arranged in the order that was stated in the thesis statement. The body of an essay is the main part. It usually consists of three or four paragraphs between the introduction and the conclusion. The body follows the plant of organization that the writer usually determines before he or she starts writing. This organization varies depending on the kind of essay you are writing (Clanchy, J. & B. Ballard, 1995).

5.3 The conclusion

The final paragraph of your essay is the conclusion. The purpose of this last paragraph is to summarize, without using the same words, the main points you have made in your essay. Your concluding paragraph should also leave your reader agreeing, disagreeing, or at least thinking about your thesis (Clanchy, J. & B. Ballard, 1995).

6. Methods of Teaching English Writing Skill

All the methods in the table below are practiced with the writing process.

Table 2.5 Teaching English writing skill methods

N.	Methods	Steps	Authors
1	Collaborative Writing Method	<ol style="list-style-type: none"> 1. Pre-writing process 2. Planning and logistics 3. Research/data collection 4. Drafting/writing 5. Revising, editing, and proofreading 	Nin Setio Wati (2012),
2	Direct Instruction Method	<ol style="list-style-type: none"> 1. Choosing subject, topic, and objective 2. Develop outline for the progression 3. Introducing new concept 4. Explain the new concept to the students 5. Monitoring students working in groups 6. Assessing the class's understanding and answering misunderstanding questions 7. Letting students work independently 	Pearson Allyn & Bacon (2010)
3	Summary Method	<ol style="list-style-type: none"> 1. Preview the text 2. Read the text 3. Make boxes of keywords 4. Find the thesis statement 5. Make an information outline of the article 6. Summarize the author's conclusion 7. Write summary from the outline 8. Conclude response to the end 	Glen Rice (2010)

Table 2.5 (Conts.)

N.	Methods	Steps	Authors
4	Picture Method	<ol style="list-style-type: none"> 1. Select pictures 2. Give instruction for writing 3. Students write 	Raims (1983)
5	Questioning Method	<ol style="list-style-type: none"> 1. Set goal for writing for student 2. Design effective questions 3. Explain questions to the students 4. Students write by answering the questions details 	

7. Collaborative Writing Method

Procedures of Collaborative Writing Method

Collaborative writing method is one of the methods to teach writing that give the opportunity for students to develop oral and aural skills, such as negotiation, discussion, and turn taking written communication. Collaborative writing method support students involve actively in learning. It can also involve several groups working on a part of a text each and then creating the whole from parts, such as a class working together to write a report. Collaborative writing method is as collaborators producing a shared document, engaging in substantive interaction about that document, and sharing decision making power and responsibility for it. This method allows students to undertake different roles with which they feel comfortable to make one document, Mulligan (2011).

Collaborative writing is a useful method for creating documents, if a specific plan to collaborate with others is not outlined, but it is difficult to produce quality products. When introducing collaborative writing to students, teachers should approach the social aspects of the assignment with them in a cognitive manner. Nin Setio Wati (2012), states that there are seven guidelines for teacher in collaborative writing process. The following guidelines for teachers to keep in mind:

1. Students from pairs or triads at your directions or by choosing partners and then generate ideas by brainstorming together or conducting preliminary research.
2. Together, students organize their ideas and create an outline.
3. Students divide up the outline, selecting or assigning sections for each student to write initial draft individually.

4. Teams read first drafts and discuss and resolve any significant disparities in voice, content, and style.

5. Teams combine individual sections into a single document.

6. Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation.

7. After the final edit, teams submit their papers to the professor for assessment and evaluation.

Research has shown that collaborative writing assignments and peer editing, as done in pairs or small groups, can have numerous affective benefits for the learner. As for improvements in writing, the process of peer writing and editing can be effective in raising students' awareness of important organizational and syntactical elements that they otherwise might not notice on their own.

Here are the steps in collaborative writing by Speck, Bruce W. (2002).

1. Prewriting Process

Students share ideas and brainstorm together. Then, they formulate a draft thesis or argument. They also have to think about the assignment and the final product. What should it look like? What is its purpose? Who is the intended audience?

2. Planning and Logistics

Students decide together who will write which parts of the paper. What will the final look like? Arrange meeting: How often will the group or subsets of the group meet? When and where will the group meet? If the group does not meet in person, how will information be shared? Scheduling: What is the deadline for the final product? What are the deadline for the drafts?

3. Research/Data Collection

The groups need to find the data. How will the group find appropriate sources (books, journal articles, visual media, trustworthy websites, and interviews)? If the group will be creating data by conducting research, how will that process work? Who will read and process the information found? This task again may be done by all members or divided up amongst members so that each person becomes the expert in one area and then teaches the rest of the group. They think critically about the sources and their contributions to the topic. Which evidence should be included or excluded? Do they need more resources? After that, they analyze the data. How will you interpret your findings? What is the best way to present any relevant information to your readers-should you include pictures, graphs, tables, and charts, or just written text?

4. Drafting/Writing

Separate the group (each group member has his or her own portion of writing to do). Note that brainstorming the main points of paper as a group is helpful, even if separate parts of the writing are assigned to individuals. They will want to be sure that everyone agrees on the central ideas. Where does the individual writing fit into the whole document?

5. Revising, Editing, and Proofreading

If the group has drafted parts of the document separately, merge the ideas together into a single document first, then focus on meshing the styles. The first concern is to create a coherent product with a logical flow of ideas. Then the stylistic differences of the individual portions must be smoothed over. The students need to revise the ideas and structure of the paper before worrying about smaller, sentence-level errors (like problems with punctuation, grammar, or word choice). Is the argument clear? Is the evidence presented in a logical order? Do the transitions connect the ideas effectively? Proofreading: check the typos, spelling errors, punctuation problems, formatting issues, and grammatical mistakes. Read the paper aloud is a very helpful strategy at this point.

8. Direct Instruction Method

Procedures of Direct Instruction Method

Direct Instruction is an approach to English teaching. It is skills-oriented, and the teaching practices it implies are teacher-directed. It emphasizes the use of small-group, face-to-face instruction by teachers and aides using carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly (Graham S., 2010).

Direct instruction method is a method of teaching English writing which focuses on directing and explicating the specific skills and strategies that are necessary for writing ability. It allows teachers to scaffold instruction, gradually shifting and releasing responsibility for completing a task from him to students. Direct instruction method consists of five phases, such as 1) orientation, 2) presentation, 3) structured practiced, 4) guided practice, and 5) independent practice. During the phases, teachers give students the responsibility to pay attention and practice the steps (Bruce Joyce & Masha Weil, 2004).

Direct instruction method is used to describe learning material in which the teachers or expert transmits information directly to learners structuring learning time to reach a clearly defined set of objectives as efficiently as possible. When teacher teaches writing by using this method, he provides constant interaction

between students and the teachers. It means that teacher will be a model in learning process to give explanation and demonstration the materials for students and they will apply all the teacher's steps that have done in front of the class.

Direct instruction methods are indispensable for achieving content mastery and over learning of fundamental facts, rules, and action sequences that may be essential to subsequent learning. In teaching writing by using Direct Instruction method, the teacher will use some steps for guiding students during initial practice and ensuring that all students will get successful in practice. According to (Omaggio Hadley, A. C., 1993). There are four sequences in conducting Direct Instruction method as follow:

1. In the first phase of direct, explicit instruction, teachers activate students' relevant prior knowledge and experiences and help them to connect it to the new knowledge they will gain from the lesson. They also familiarize learners with the focus of a lesson. In student-friendly language, they explain the lesson's purpose, telling students what are expected to be able to do.

2. This is the explicit phase of the Instructional model, in which teachers identify the strategy for students, then exactly where, how, and why to apply the strategy to procedure written text. During this phase, students have the main responsibility for completing academic task on their own, although teachers still monitor what they do and respond to their efforts.

3. The structure practice phase of direct, explicit instruction called for teachers to begin the process of handing over to students the strategy or concept that they have modeled. Using new but related material, teachers apply the steps of a strategy or the dimensions of a concept, involving students in way which they cannot fail. For example, students use graphic organizers, mind mapping, or others that organize the successful use of the strategy.

4. In this phase teachers give students increasing responsibility for applying a strategy or concept to more new material. Teachers use structure response techniques to ensure that every student participates and to check the accuracy of students' responses in order to provide immediate corrective feedback. The teacher withdrawal support gradually and only when students show that they can work on their own.

Direct Instruction is the dirty little secret of the educational establishment. This method, rich in structure and drilling and content, is the opposite of the favored methods of today's high-paid education gurus, and contradicts the popular theories that are taught to new teachers in our universities. Direct Instruction should be no

secret at all, for it has been proven in the largest educational study ever and continues to bring remarkable success at low cost when it is implemented.

Steps in Direct Instruction Method (Pica, T., 2000).

1. Choosing a subject, topic, and objective. The objective needs to be clear and offer specific information regarding the activity the students will participate in and the level of accuracy the students will participate in the task.

2. Develop an outline for the progression of the class period. This should include an opening/instruction to the lesson, the body, a guided practice time, an opportunity for assessment, and a time for independent practice.

3. During the opening/introduction the teacher should introduce the new concept to the class. Possible ways of introducing it could include demonstrating the concept to be learned using hands on activities or reviewing the previous lesson and relating it to today's lesson. It is also important to take this opportunity to explain the objectives of the lesson so that students know where they are headed. This may also be a good time to ask for student feedback in order to find out what they already know about the lesson you are about to teach and how they are relating previous knowledge to the new information you are presenting.

4. The body of the lesson is where you actually explain the new concept to the students in a simple, concrete way. Make sure that you are using the terminology you want them to remember in a task as well as simple steps for each part of the task they need to do. Each step should be simple and clearly explained so that students are able to follow along and understand why you are following the steps you are following. During this section, ask questions about the steps that you are taking to make sure students are aware of what you are doing.

5. The guided practice time is an opportunity for you to monitor students while they work in small groups. Ask groups to show you specific examples of how to do the task and circulate to make sure that all the students understand that they are doing. This is also a good time to ask individual students why they are taking the steps they are taking and clarify any misunderstandings about the instructions. Students can work together and give one another feedback so they can explain their work and get feedback from one another.

6. There needs to be an opportunity for you to assess the class's understanding of the assignment and answer any outstanding questions or misunderstandings that remains. During this time it is a good idea to review the steps and make sure that each student understands the work that needs to be done. Ask questions regarding each step of the process and answer any questions students may

still have. Here you should also make sure that students understand how this applies to their lives and how the information learned will apply to the future lessons.

7. Finally give them a chance to work independently on the task. This will give them a chance to demonstrate their own understanding of the work and build their confidence in their ability to do the task. This is also an opportunity to assess each student individually.

9. Text Summary Method

Glen Rice (2002), points out that in the upper class high school courses and certainly in university courses, you often have to write research papers. In these papers you gather information from many sources and include this information in your paper. A few direct quotations are allowed, but generally you are expected to summarize or paraphrase this information in your own words. Summary writing gives you practice in this rather difficult task. Most students also tell me that when they write summaries, their understanding of what they are reading improves. In addition, by the end of the course many of my students say that they feel their writing has improved as well, and I would agree. Finally, as students use new words they have learned in their summary writing, their vocabulary improves as well.

Here are the steps of Summary Method:

1. Preview the article (read the title, subtitle, headings, first paragraph, first sentence of the following paragraphs, and the last paragraph). Get an overall idea of what this article is about. This is when to use your dictionary. Look up unknown words that seem to be important from your preview.
2. Read the article. Underline (about 20%) as you read.
3. Go back over the article and make boxes over just the key words/phrases that you underline. The boxes should remind you of the author's main idea. (Boxes should equal about 5% of the article). If I give you study questions to help you find the main ideas, answer those in your own words.
4. Find the author's thesis statement and summarize it in your own words. You can use headings or the main text of the article.
5. Make an information outline of the article from your boxes. Usually, but not always, you should include in your outline one main idea from every paragraph of the article. Emphasize the points the author emphasizes.
6. Summarize the author's conclusion (last paragraph) in one sentence.
7. Begin to write your summary from your outline, without looking at the original article.

8. Your first sentence should approximately follow this model: “In this article ‘March on Washington’ (Newsweek, April 8, 1991) Osborn Elliot (discusses, states, argues, describe)...” Make sure that your first sentence gives the thesis (i.e., main thrust) of the article.

9. At a later point in your summary remind us one more time that you are summarizing another person’s work.

10. If you want to, you may directly quote the author once briefly. Use quotation marks.

11. Include a response at the end. Mark it “My Response” Here and only here should you include your opinions.

12. Go back over your summary and check that you have used your own words and not copied! (By all means, use new vocabulary from this article in your summary. Underline these new vocabulary words.)

13. Now read your summary out loud and make sure that your meaning will be clear to someone who has not read the article.

14. Now read your summary out loud a second time, and look for mistakes. Especially, look for mistakes in : (1) fragments and run-ons, (2) verb tenses, (3) articles, (4) spelling of easy words.

15. Type your summary and use spell-check. For most of the articles we read in this class your summaries should be not less than 200 words nor more than 250 words.

According to Glen Rice’s survey in an English class, the students range from roughly 460 to 480 on the TOEFL. He asked them to respond to the following question: “Summaries are [not good, good, or very good] in helping me to improve my reading and writing. Why?” None of the students chose “not good”, 36% chose “good”, and 64% chose “very good”. Some of the comments as to why summary writing was good/very good in helping them improve their reading and writing are as follows:

1. Summaries are good because “in my opinion, I think that summaries can help me thinking about the article more deeply and see how many part I can understand.”

2. Summaries are very good “because when I read I must focus on the main idea to use it in my summary.”

3. Summaries are very good “because I can get a whole or general meaning of an article.”

4. Summaries are very good “because I can guess the meaning of words that I do not know maybe.”

5. Summaries are very good “because I learn different style of writing and improve my vocabulary. When people read, they can find many words that speaking can’t. For me, summaries are interesting.”

6. Summaries are very good “because I can understand well the articles, read them deeper. Also, to put this summary in our own words make this activity more difficult for us, but much more useful.”

In conclusion, summary method is an effective of teaching writing to students. Students are able to study the text deeply and learn to use their own words to paraphrase the text. Moreover, they learn to understand the audiences who read their writing.

10. Picture Method

A picture is a general language which is able to be understood and can be enjoyed everywhere. Picture provides for most people critical contacts with the real world. According to Raims (1983), pictures (drawings, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps) can be valuable resources for teaching writing. She further states that the teacher can find valuable sources in pictures. Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. In addition, she states that a picture can be the basis for not just one task but many, such as sequencing of sentences to the writing of original dialogue, letters, reports, or essays. Furthermore, she states, because everybody likes to look at pictures, their use in classroom provides a stimulating focus for students’ attention. A picture brings the outside world into the classroom in a vividly concrete way. Finally, a picture is a valuable source as it provides (1) a shared experience in the classroom, (2) a need for common language form to use in the classroom, (3) a variety of task, and (4) a focus of interest for students. Additionally, Finocchiaro (1981), mentions that media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse.

Wright A. (1989) adds that pictures give contribution to students’ interest and motivation, sense of language in context, and stimulate students’ ideas. The roles of pictures in providing skill (speaking and writing) are (1) picture can draw students’ motivation and attention and make them participate in learning; (2) pictures can create

contextualized language learning activity; (3) pictures may raise interpretation objectively and subjectively; (4) pictures may refer to response of questions, or controlled practices; and (5) picture can stimulate and give information in dealing with conversation, storytelling and discussion. He, furthermore, mentions that there are five practical criteria of pictures to be applied in classroom, (1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, and (5) sufficient amount of language in order to justify its conclusion in the language lesson.

Heaton J. B. (1990) states that, in every life, students may sometimes be required to describe people, objects, places, and even processes. There will be also times when they will have to write about sequences of events, incidents, etc. and give directions. Pictures provide students with ideas for such tasks, enabling them to give their full attention to using writing language. When we talk about pictures, they include flash cards. Flash card can be in the form of photographs, drawings or pictures cut from magazines, and newspaper. For a language instruction, drawings of pictures are necessary to use (Brown, et al., 1983). The picture of drawing will be effective if they are used in the flash card. The picture in the flash should be big enough, interesting, and clear for students to see. If the pictures are not big enough, not interesting, and not clear, the students will get confused to describe them. The pictures can make students' imagination deviate from what they are expected to produce. To avoid this, a teacher must follow the above criteria.

11. Questioning Method

Why ask the question?

Questions can help diagnose students' understanding of material. Moreover, they are a way to review, restate, emphasize, and/or summarize what is important. Then questions can be used to stimulate the discussion and creative and critical thinking, and to determine how students are thinking. In addition, they can help students retain material by putting into words otherwise unarticulated thoughts.

What are the effective questions?

Effective questions are meaningful and understandable to students. Depending on the level of a topic, students may be able to handle questions of various levels of difficulty. Effective questions challenge students but are not too difficult. Students benefit from answering easier questions before difficult ones. Cashin W. E. (1995), lists question structures and how they determine the way the students can respond:

1. Closed-ended questions such as those requiring a Yes/No response, or one answer from a few possible options (multiple choice) may be useful for quickly checking comprehension.

2. Opened-ended questions that probe and elicit expanded thinking and processing of information are useful for involving students in deeper learning.

3. Convergent questions have one acceptable right answer; students are required to regurgitate a certain response based on conventional wisdom.

4. Divergent questions have multiple possible answers and encourage students to be creative to express insight. If working in groups, students have the opportunity to learn from a variety of perspectives.

How to design effective questions?

Determine the key concept you want students to learn. When planning for class, develop question strategies. Examples include: an explanation strategy that asks students to explain the cause of an event or why a given situation or condition has arisen. These usually begin with “Why” (opened-ended question). Another strategy is an analytical question that asks students to compare and contrast situations, cases, ideas, people, or objects. A third strategy focuses on explaining how to do something. In this case, make sure it is something that has been covered in class, the readings, or lies within students’ range of experiences. A final questioning strategy that reinforces critical thinking asks students to focus on the future and use their reasoning to predict something.

Nilson L.B. (2010) describes a systematic process of designing a series of questions for the process of inquiry:

1. Determine the objectives or learning outcomes of the class. What do you want students to write or able to do as a result of participating in the class?

2. For each learning outcome, create one or two key questions designed to provide students with the opportunity to demonstrate attainment of the learning outcome.

3. Working backwards, think of one or two questions that, when answered, lead up to the first key question you designed, and so on.

4. Prepare to start discussion/writing with the last questions you created and work your way toward the key questions that address the class learning outcome.

After teachers have the questions in hand, they provide the questions to students by writing on the board or handouts. Then students might ask for some questions and after that they start their writing. Teachers still need to be by their sides to investigate and stand to help them. Students may need to skip the

questions that are not related to them. Therefore, teachers have to clarify this to students by making sure about the questions.

2.6 Writing Skill Theories

Reasons to Write

It's safe to say there are more writers now than at any other time in history. The amounts of creative writing programs at universities have exploded from about 50 in the 1980s to over 300 just in the US. There are over 110 million blogs. Seriously though, why do we write? Why are all of us pursuing writing in the face of the increasingly limited attention spans of the broader public? It's not like we're making much money at it, if any (Joe Bunting, 2016).

According to Joe Bunting (2016) points out that people have four reasons to write.

To be fully alive: Sir Ken Robinson says that the arts especially address the idea of aesthetic experience. An aesthetic experience is one in which your senses are operating at their peak; when you're present in the current moment; when you're resonating with the excitement of this thing that you're experiencing; when you are fully alive. We write to be fully alive. Writing draws us into the moment. We see the blades of grass, hear the miniscule chirp of the morning cricket, and watch the shade travel from one edge of the yard to the other, seemingly for the first time. Writing helps us make art out of every day, ordinary moments.

To make a name for ourselves: John Langan (2005), says one motivation to write is sheer egoism, that we write out of the "desire to seem clever, to be talked about, to be remembered after death, to get your own back on the grown-ups who snubbed you in childhood, etc., etc." That's part of it, but I think the motivation goes much deeper than being well-liked in the present moment. If you're being honest, you would agree that it would be nice to live forever. But if you can't live forever physically, then why can't your memory live forever? We're still talking about Chaucer, Virginia Woolf, Mark Twain, and George Elliott long after their deaths. Why not you? While this might not be the most unselfish of motivations, it's certainly natural.

To change the world: People consume now more than ever in the history of the world. We eat more, we listen to more music, and we consume more information. However, we've also learned enough about consumerism to know it won't make us happy. Writing gives us a chance to turn the tides on consumerism. Rather than consume more, we can *make* something. Isn't that exciting? Every day,

when you put your fingers to the keys, you're creating something. And then, with the click of button, you can share it with the world. Humans have a built in need to make our mark on the world. We want to bring new things to life, to mold things into the image we have in our imaginations, to subdue the earth. We write not just to change the world, but to create a new world.

To discover meaning: The psychiatrist Victor Frankl posited that the main search of mankind is not happiness or pleasure but meaning. "Life is never made unbearable by circumstances, but only by lack of meaning and purpose," he wrote in *Man's Search for Meaning*. Writers are uniquely gifted to find meaning for them and to help others find meaning. In fact, this has always been the main task of storytellers. Every story matters to the person living it, and our job is to tell the universal stories, the stories that reveal the story of every person on the earth. We write to bring meaning to the world.

Tips on Effective Writing

Writing an essay often seems to be a dreaded task among students. Whether the essay is for a scholarship, a class, or maybe even a contest, many students often find the task overwhelming. While an essay is a large project, there are many steps a student can take that will help break down the task into manageable parts. Following this process is the easiest way to draft a successful essay, whatever its purpose might be. According to Kathy Livingston's *Guide to Writing a Basic Essay* (2016), there are seven steps to writing a successful essay:

Pick a topic: You may have your topic assigned, or you may be given free reign to write on the subject of your choice. If you are given the topic, you should think about the type of paper that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow your focus if necessary. If you have not been assigned a topic, you have a little more work to do. However, this opportunity also gives you the advantage to choose a subject that is interesting or relevant to you. First, define your purpose. Is your essay to inform or persuade? Once you have determined the purpose, you will need to do some research on topics that you find intriguing. Think about your life. What is it that interests you? Jot these subjects down. Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

Prepare an outline or diagram of your ideas: In order to write a successful essay, you must organize your thoughts. By taking what's already in your head and

putting it to paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your paper. Use either an outline or a diagram to jot down your ideas and organize them. To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas. If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

Write your thesis statement: Now that you have chosen a topic and sorted your ideas into relevant categories, you must create a thesis statement. Your thesis statement tells the reader the point of your essay. Look at your outline or diagram. What are the main ideas? Your thesis statement will have two parts. The first part states the topic, and the second part states the point of the essay. For instance, if you were writing about Bill Clinton and his impact on the United States, an appropriate thesis statement would be, “Bill Clinton has impacted the future of our country through his two consecutive terms as United States President.” Another example of a thesis statement is this one for the “Winning Characteristics” Scholarship essay: “During my high school career, I have exhibited several of the “Winning Characteristics,” including Communication Skills, Leadership Skills and Organization Skills, through my involvement in Student Government, National Honor Society, and a part-time job at Macy’s Department Store.”

Write the body: The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay. Each body paragraph will have the same basic structure. Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples to back up your position. Fill in these spaces with relative information that will help link smaller ideas together.

Write the introduction: Now that you have developed your thesis and the overall body of your essay, you must write an introduction. The introduction should attract the reader’s attention and show the focus of your essay. Begin with an attention grabber. You can use shocking information, dialogue, a story, a quote, or a simple summary of your topic. Whichever angle you choose, make sure that it ties in

with your thesis statement, which will be included as the last sentence of your introduction

Write the conclusion: The conclusion brings closure of the topic and sums up your overall ideas while providing a final perspective on your topic. Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

Add the finishing touches: After writing your conclusion, you might think that you have completed your essay. Wrong. Before you consider this a finished work, you must pay attention to all the small details. Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense. If your essay is describing a process, such as how to make a great chocolate cake, make sure that your paragraphs fall in the correct order. Review the instructions for your essay, if applicable. Many teachers and scholarship forms follow different formats, and you must double check instructions to ensure that your essay is in the desired format. Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.

2.7 Diary Writing

A diary entry is a very personal kind of writing. It is meant to record certain significant events and feelings of the writers (Pierson, 2002). Everyone knows what a diary is a set of notes about what one is thinking, doing, feeling at a particular moment. As teachers we all want our students to do well. Research has shown that more successful learners are in control of their learning they know what they are doing and what they want to achieve, they know when they make mistakes, and they know how to go about correcting those mistakes. Successful learners are aware of the process of learning and how their efforts affect the outcome of their learning. Diaries can help build this awareness and can allow us as teachers to help learners improve the process. Diaries can help the learner begin to monitor his/her own progress and give the teacher some idea of the ways learners address their problems. It can also provide an opportunity for the teacher to scaffold, that is, to suggest other ways to address a problem for the learner to try out and/or note patterns of problems or solutions that the learner has. Writing a diary can increase the learner's awareness of the strategies he/she uses and enable him/her to consider the

appropriateness of the strategies used to address problems. Finally, when shared with a peer or a teacher, a diary can allow the peer or teacher to make suggestions about alternative ways to solve problems or to identify patterns (or problems and/or solutions) the learner may have overlooked or not be fully aware of (Kelly R., 1996).

Diaries can be written as often as possible, preferably at least once a week. Since the goal of the exercise is not to practice the target language but rather to focus on the learning process, diaries can be written in the target language or in the learner's own language; the choice is up to the learner. Also, any comments should address the process, not the language. Language corrections should not be made in this exercise as this is not its purpose. To help students begin to write their diaries, it is helpful to give them clear directions (Rubin, J. and R. Henze, 1981).

Teachers can use the diaries in the following ways:

1. The teacher can look over each diary and make suggestions.
2. The teacher can ask peers to look over each other's diaries and make suggestions. This can be very efficient for a number of reasons (a) peers can often suggest other ways to address a problem (b) peers can learn from the solutions of their fellow peers, and (c) the teacher may not have time to read all the diaries but learners can still get input this way.
3. After several diary assignments are in, learners can be asked to look through them and see what their own patterns of problems are and what their strategies for solving them are.
4. The teacher can look over the diaries and see what patterns of problems and solutions individual learners have and make suggestions (Thompson, I. 1995).

In summary, diaries can be used very effectively to help students become aware of their learning process and to begin to reflect on new ways to address their learning problems. Using diaries in language classes is an easy and simple technique—everyone knows what a diary is so it is not hard to learn and to get learners to write one, though they will need the suggestions given above to focus the diary. It is very useful because it helps bring a learner's attention to the learning process, makes them aware of their problems, solutions, and allows them to consider the appropriateness of their solutions. By scaffolding their peers, learners can learn new strategies. And, teachers can become aware of some of their students' problems. It is powerful because it motivates students and allows them to begin to take control of their learning. The more experience learners have with diary writing, the better they become at it and the more reflective they become. As research tells us, expert

learners are in charge of their learning and know how to change the process to suit their learning styles, language and background knowledge, and the task.

Here are the ideas used for writing a diary:

1. Understand that eventually diary will become your best friend, silent confessor, or witness. You will eventually trust your diary with anything, even your best secret.

2. Put the date or some sequence information in the diary, at the top of the page. (Example: 12-11-2007). Other way might be 12:11:07, day #123 of my life, or you can put the year at the corner of the page to show that it all takes place in the year. If all else fails, just write 12:11.

3. Start writing the diary only if you really have interest in it. Do not just start writing because your friends are writing.

4. If you are writing a diary for the first time, always start with a small one. For the first few days you may love writing in the big diary, but after week the thought of writing may daunt you. If you have already written a diary and are totally into it, then buy a fatter one. Try to buy diary with locks because they are safe, but do not lose the key.

5. Try to write your diary at night because in that way, you can describe the entire day and schedule. There is no point writing a diary when you wake up because the only things you can write about is your dream.

6. If you want you can stick stickers on various pages or draw some doodles to express how you feel about something or someone.

7. Start writing. Write about how you feel and why you feel that way. You can write about any celebration or disaster that happened that day. Or you can write freely. Put your pen to the page and write whatever is on your mind. Write cool facts, important information, advice, tips, ideas, crafts, recipes, anything you want to keep secret...the list goes on and on.

8. Start with the morning. Describe how it went and do not leave out any detail. If you wanted the day to go better, write how and why. If you have a special grudge against somebody, have no fear in expressing it. Move on to the afternoon, then the evening and finally the night. Always say good night in the end and promise to tell more later.

9. If you are not following steps number 8 and number 9, and you just want to write in a paragraph about the incidents happening in your life, then you can use a fancy bookmark (similar to your diary) to keep a record till where you have written and you can read back at your writings if you are writing a few days.

10. If you have not written in the diary for a few weeks, then do not worry about it. You can surely put up the new date and give the reason and apologize for it. After all, it is your friend. For example, -Sorry I could not write to you. I was terribly busy.

11. Always think that the diary is a real person and not a non-living creature.

12. Add some doodles like a smiley face or anything that show how you feel. You should only do this if you want to. It does make more fun for some people. Another suggestion might be to draw your own portrait or picture. You also might want to write some more about how your day went. Was it generally positive or negative?

13. Do not write bluff. Always write truthfully. This diary will always listen, never forget, never judge nor will it ever reveal your secrets. So do not worry about writing the truth in it no matter how horrible it is.

14. How about how you wish your day went. Say what you think would make it better. For example, you got a B on your test day. You wish you had an A+.

15. Close with your name. You can also add your signature. If you want to, end your entry with "Bye" or "Good night". Remember that this is completely optional.

16. You can also stick some souvenirs like photos, flower petals or anything associated with what happened that day to be more creative. If you went to an amusement park or concert, you might even want to tape in your ticket stub.

17. Write truthfully in your diary. Write about your secrets which you cannot expose in front of others. It can be about your ex-boyfriend or girlfriend, something you saw on TV, or an old friend. It should be whatever you are and how it can relate back to you.

18. Try something of your own. For example, you can write at the end of every day "The lesson I have learned is that when life gives you lemon..." and write a different ending to the sentence every day. Be creative. Below are the tips for writing diary.

19. If you stop writing for a while, tell your diary what's happening. There's nothing worse than reading a diary entry and having no idea what it is about.

20. Remember that this is your diary, and you can write in it how you want.

21. Pick a cover design that you think is nice or suits your style. For example, if you are kind of an artist, just draw on the cover or if you are much of a skater guy/girl, you can stick a picture of you doing a stunt on your skateboard or a picture

of skateboards. Sometimes it can be as simple as a school notebook, which can be transformed with drawings, stickers, and even pipe cleaners.

22. Make it good to read. When you look back you want to enjoy reading it. Try starting the entry with something catchy or exciting. Like “Oh, my Gosh!” or “You’d never guess what!” or even “something awful happened today”. And then end with maybe writing your feeling so far in this day or doing a face to show how you are feeling.

23. Write whatever comes to mind. Let say you just thought of a story or song, stop, put three dots, and just write it in. Then skip a line and continue writing. You never know what could happen.

24. You can put quote if you wish, for example: “To the well-organized mind, death is but the next great adventure”.

25. Write all of your deep thoughts. If you keep things inside of you, there is no point in keeping a diary.

26. Do not worry if you cannot write inside it every day.

27. Keep it neat. When you look back at the diary about twenty years from now, you at least want to be able to read your own writing.

Keeping a diary can give you perspective.

Probably the best thing about writing a diary is how it can show you the big picture. Sometimes things are easier to see from a distance. You cannot see a forest when you are in the thick of it, you can only see the trees. But if you look at it from an airplane you can see the whole thing clearly. It is the same with some of the issues you face in life. Sometimes when you are bogged down in the middle of things you cannot get a true perspective on the big picture. As you flick through your diary at the end of the year you might notice that certain things keep cropping up. Perhaps you keep making some of the same mistakes again and again. By looking at these mistakes in the context of the bigger picture you may find it easier to work out what the problem was and how you can deal with it. Perhaps you are procrastinating on your goals. Or perhaps you are achieving a great deal. Either way by looking back on the year can be a really helpful experience. You can take note of your lows and think of ways to avoid them in the future. You can also remind yourself of your successes and think about how you can create more of them.

According to Liam O’Flynn (2012), the diary is your dog. A dog is your best friend. You can tell him your innermost secrets, your darkest fears and your most precious hope for the future. Unlike some humans, he will never betray you by telling someone else. That is why you should tell your diary everything. Treat the

diary the same as a conversation that you would have with a dog about the day just gone. Underneath is a list of ‘Do’ and ‘Don’t’.

Table 2.6 What to do and what no to do in diary writing

Do use the past tense mostly. It is a mini-memoir of the day just gone.	Don't use the present tense unless you are at your desk writing a diary entry.
Do use short sentences. You are writing to yourself.	Don't complicated the syntax, the sentence construction, with long sentences.
Do explore as many emotions as the day just gone requires.	Don't just rattle of emotions in a list. Explain why you felt as you did.
Do use train-of-thought. This means write it as you felt it.	Don't ramble or use too much formal language. Keep it simple, silly.
Do use the diary as a self-exorcism of sorts. Use the diary to get things off your chest	Don't use excessively emotional language unless the situation warranted it.
Do mention features of nature that you encountered, but don't over-indulge.	Don't use too much omniscient (descriptive) language. A diary does not want to know.
Do use humor as a writing technique that everyone can enjoy.	Don't put in too many big words (grandiloquent language).
Do use rhetorical questions that can only be answered by you. It varies the writing style.	Don't over punctuate, put in quotation marks or direct speech. It is not a novel.
Do use the feature tense at the end of the diary entry. Look forward with joy or dread to tomorrow.	Don't use the past continuous tense where possible (i.e. I was walking.) I walked is fine. It will trip you up if you try it.
Do remember to sign in Dear diary and sign off however you please.	Don't forget to sign off.

There really is no such thing as different levels of language in a diary entry. There are merely different patterns of thought and structure. By employing

techniques such as humor and rhetorical questions, a student can have a very engaging and enjoyable diary.

Dairy entry format

Top left – Date, day and time.

Tense most frequently used – Simple past, Present perfect and future.

First person application.

Steps:

1. Begin the entry with general sentence describing the day or monetary feelings.
2. In the body, you may discuss an event, your feelings towards it. How it is likely to affect you future plans.
3. Conclude with final remark and future course of action.

Date:

Day:

Time:

Dear Diary,

Content

Sign

Figure 2.1 Diary entry format

GRAD VRU

Format of Diary Entry for School

Date: Day, Month, Year

Dear diary,

I woke up at 6 o'clock in the morning. We had breakfast and dressed up. Today we all went to Fantasize Amusement Park nearby my home town. We started from home at 7 o'clock. As soon we reached there, we bought our tickets and got inside. I was so excited seeing the rides. My parents and brothers liked the "the Thunderfall" ride. My favorite ride was "Water Splash", Caterpillar Ride, Wave pool, and Pirate ship. After a couple of hours we had our lunch. In the afternoon we had most our scary ride on the Space gun. We got back our home about roughly lam. And went to bed. It was a great day and I enjoyed it every minute. Oh! I can't wait to have another trip!

Sign,

Figure 2.2 Sample diary entry

Rubric for evaluation of the English diary writing skill

A rubric is a grading tool that describes the criteria, or "what counts," for the assignment. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic student work. The criteria are listed in the column on the left. The numbers in the top row indicate quality, with 3 being the best. The number 0 is something everyone wants to avoid. Students may use the rubric as a check list to determine if the writing meets the criteria of the assignment.

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Table 2.7 Rubric for evaluation of the English diary writing skill

Point Value	2	1	0.5	0
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.

Table 2.7 (Conts.)

Point Value	2	1	0.5	0
Style	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

Topic Sentences _____

Supporting Details and Organization _____

Organization/Transitions _____

Style _____

Mechanics _____

Total Points _____ = grade of _____ F = 0 - 1

Source: www.mesacc.edu

Benefits of Diary Writing

Speck, Bruce W. (2002), points out that writing diary benefits you as below:

1. Writing in a journal is a way to establish a writing routine. By making the time every day to jot down thoughts, whether one page or six, creates a good writing habit for those looking to improve their skill.

2. Writing in a journal gives you the power of perspective. Revisiting past times and selves will help you realize that day-to-day life changes so much and you have, too.

Grade Equivalent:

A = 8 - 10 points

B = 6 - 7 points

C = 4 - 5 points

D = 2 - 3 points

F = 0 - 1

3. Writing in a journal is a way to say what you would not have otherwise said. Some of us have a lot rattling around in our brains - the release of a journal can not only be therapeutic, but it can also be life-saving.

4. Writing in a journal is a productive way to spend your free time. By having it as an option, you can sit down and be quiet/listen to music and just *be*.

5. Writing in a journal is an excuse to be creative. The space can be used in any way you choose - whether to write a daily account, doodle something you saw on the bus, or write lists of things you want to do this week. Having creative outlets is good for you.

6. Writing in a journal is something that's privately yours. Having a secret or place like this can be freeing.

2.8 Evaluation of Writing

Undergraduates approach many of their courses as new scholarly readers, writers, and thinkers. Their challenge is to read critically; discover some of the major theories, concepts, and scholarship of various disciplines; analyze what they read and hear in class; and produce evidence of their mastery of facts, theories, methods, and academic genres (John Langan, 2005).

As the assessment showed that the big problem of English skill for students is Writing. They find writing is very difficult to achieve. There are six common mistakes in writing English. There are:

Switching Tenses Unnecessarily

One of the more common problems seen in ESL writing is unnecessary switching between past, present and future tenses. Changing between verb tenses within a sentence can make it difficult for the reader to follow a piece of writing and should be avoided. An exception to this is when a time change must be shown.

Excessive Long Paragraphs

While there is no set rule for the number of sentences a paragraph should contain, it is possible to have paragraphs that are too long. Excessively long paragraphs are one of the more common problems seen in ESL writing. The problem can easily be avoided if you adopt a conscious attitude towards it.

Inconsistency in spelling style (UK/US English)

The subtle spelling differences between British English (BrE) and American English (AmE) spelling can be difficult for ESL writers to spot. It is important, however, that you write in the appropriate spelling style for your audience and that you remain consistent.

A common issue found in ESL writing is for the author to interchange between UK and US English spelling, i.e. they spell some words in the British form and others in the American.

Writing in the first-person in academic contexts

Writing in the first-person in an academic context can make a piece of writing read as informal, subjective and biased; it is a major *no-no* in the context of academic writing. It is an established convention that academic writing should be done in the third-person, and breaking this rule will cost you precious marks.

Incorrect capitalization

The rules of capitalization in English may seem confusing, especially to non-native speakers. Issues with incorrect or missing capitals in ESL writing are regularly seen.

Incorrect use of articles

The improper use of definite (the) and indefinite (a/an) articles is a common problem for ESL writers. The best method for avoiding this issue in a sentence is to first consider whether it contains a countable or uncountable noun.

Countable nouns have both a singular and plural form and may be preceded by an article, e.g. “a banana”. Uncountable nouns have only a singular form and should not have an indefinite article, e.g. “a/an rice”.

Generally, “a” precedes words starting with a consonant, while “an” should appear before words that begin with a vowel. There are exceptions to this, however. Words that begin with a silent “h” should be preceded by “an”, e.g. “it would be **an** honour”.

The definite article “the” should be used in front of singular and plural nouns and adjectives when referring to something that both the author and reader are familiar with. “A dog” is in reference to a single unspecified dog, while “the dog” refers to a particular dog.

Mary Beaven (2006) defines six assumptions on which our written responses to students' writing should be based:

1. Growth in writing is a highly individualistic process which occurs slowly, sometimes over a much longer period of time than the six-, ten-, or even fifteen-week periods teachers and researches usually allow.

2. Through their evaluation comments and symbols teachers help to create an environment for writing. Establishing a climate of trust, in which students feel free to explore topics of interest to them without fear that their thoughts will be attacked, is essential.

3. Risk-taking, trying new behaviors as one writes, and stretching one's use of language and toying with it are important for growth in writing. As writers break out of old, "safe" composing behaviors, they often make more mistakes until they become comfortable with new ways of using language. Teachers must encourage and support this kind of risk taking and mistake-making.

4. Goal setting is also an important process in the development of students. Goals need to be concrete and within reach, and students need to see evidence of their progress. Teachers, then, should urge students to work toward a limited number of goals at a time.

5. Writing improvement does not occur in isolation because writing is related to speaking, listening, reading, and all other avenues of communication, including the experience of living. Prewriting activities, responding to literature, class discussion, revisions, developing a sensitivity to self and others, experiences both in and out of the classroom affect growth in writing.

6. Effective formative evaluation depends on our understanding clearly other procedures that encourage growth in writing: diagnosing what students are able to do; arranging for writing often in many modes; discussing usage, syntactical and rhetorical deficiencies by working with the students' own writing, not by pre-teaching rules; giving feedback and encouragement; assessing how much growth individuals have shown, without comparing them to each other and without expecting "mastery" of some uniform class standard.

Grading Rubric for Writing Assignment

The American University of Rome (2010) uses the following standards to evaluation writing assignment

Table 2.8 Grading Rubric for Writing Assignment

	A (4)	B (3)	C (2)	D/F (1/0)
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea

Table 2.8 (Conts.)

	A (4)	B (3)	C (2)	D/F (1/0)
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound

Table 2.8 (Conts.)

	A (4)	B (3)	C (2)	D/F (1/0)
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited	There is an attempt at a personal style but style of writing may	There is little attempt at style; reads as flat and perhaps	No attempt at style

Table 2.8 (Conts.)

	A (4)	B (3)	C (2)	D/F (1/0)
	to audience and purpose; the paper holds the reader's interest with ease.	be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	uninteresting in content, which is usually generalized and clichéd.	
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

2.9 Related Studies

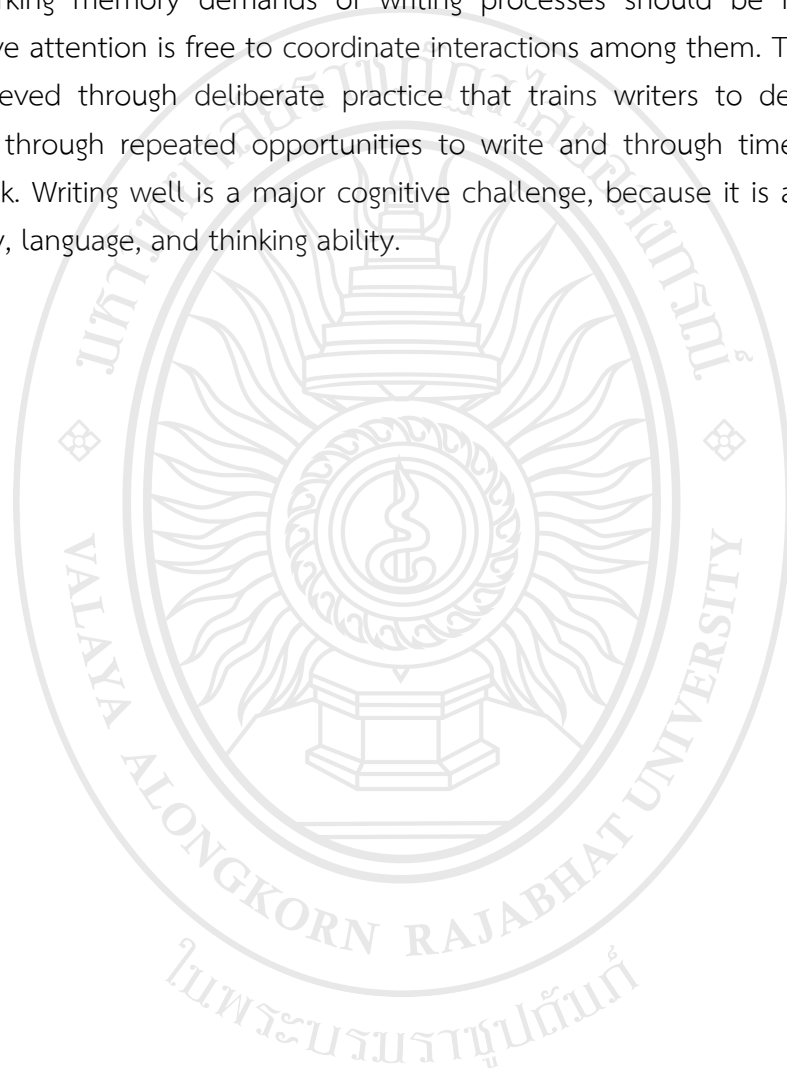
The study of Mohamad Ehsan Taghizadeh (2013), shows that almost of English teachers whom he supervised expressed their deep concern with the low level of achievement of their students at writing skill. When asking them a question like: what is the percentage of your students who can write legibly? Some teachers put it at 5%, other at 10%. Those who teach the specific streams put it at 25% at the very best. Even very clever students when asked about their ability to write in English complained that they didn't do very well. Bruce Joyce & Masha Weil (2004), stated that the overwhelming majority of Jordanian students cannot construct a simple sentence without making basic errors. Karala (1986) complained that the written performance of Jordanian students showed a high percentage of errors. Writing is an integrative skill and an important, constructive, and a complex process. It is an essential skill in foreign language learning in order to give the learners the opportunity to develop the proficiency they need to write personal letters, essays, research papers and journals. In addition, writing skills enhance cognitive and linguistic awareness (Abu-Jali 2001). Writers often use the writing process in different ways. The writing process is influenced by the purpose of writing, the intended audience and the selected format (e.g letter, report, journal entry). The five activities that comprise the writing process are prewriting, drafting, revising, editing and publishing. These steps are more complex. Rather than being linear, the writing process is extremely excursive as writers go back and forth among the different steps of the process. In other words, any activity can turn up at any moment in the writing process and that any activity can precede or follow any other (Ferris 2005). Writing and speaking are two essential aspects of any language, including English. Since English is said to be the lingua fractal of the world, it is essential that Swedish students possess knowledge of the English language. Otherwise, it would complicate their ability to interact beyond Swedish borders. Thus, they need to be aware of the importance of knowing this language.

Mohamad Ehsan Taghizadeh (2013), concludes in his research paper that writing skills can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. The present study results can convince and help them to find a way to improve their writing ability. There may be students with a high degree of knowledge and they may know the answer of a question of an essay test, but conversely obtain a low mark from that test because they cannot express their knowledge as the result of writing

weakness. Thus it is very important for English or any other language students to have a strong writing ability to show his/her inner information. The finding is in line with Hansen's (2002) which states that academicians and business people view writing skill as crucial, yet increasing numbers of these professionals note a steady attrition in the writing abilities of graduates. The finding also confirms the Alexander's (2008) belief that argues, knowledge may be power, but how one communicates his knowledge is the prerequisite for learning within society. Writing skills are the primary tools for communicating knowledge, especially in educational settings. The capacity to communicate specifically may prove to be an achievement in life chances. On the other hand, the ability to represent oneself well on paper will help him secure a job or higher educational chances after graduation, as one will be more attentive to the significance of the quality of the presentation of his written work (like a resume and cover letter of a proposal). The way of writing, according to Tara McCarthy (1998), says a lot about him as a person. He also states that presentation, clearness, and professionalism can help differentiate a person from the others. Further, in the workplace or academic contexts, good writers are exceedingly prized (since so few people can write well). Writing well, thus, opens the door to progress in almost any field a person might opt for in the future.

The study of Fredrick Elftorp on how to improve student's writing and speaking skill (2011) states that to simplify the process of learning, variation is a key word in this case. If the teacher uses the same writing and speaking exercises over and over again the students are less likely to learn than if the lessons are varied. Concerning students' speaking development, Susan Brindley has a good example where a student promotes student participation by explaining that students learn a lot more by interacting with others rather than just listening to a teacher. The most likely guarantee for students to develop their writing and speaking skills is that the English language is used frequently during class. The more the students get used to the English and transform those thoughts into spoken and written English. The purpose of everything you do in English classes is to help students to develop their writing and speaking skills, regardless of whether it is grammar, drama or national tests. I want my future students to have the will to develop their vocabulary and be able to express themselves in both speech and text. According to the study of Ronald T. Kellogg about the Improving the Writing Skill for College's Students states that effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year. Finally, a large share of

the value added by business in a knowledge base economy is codified in written documents, placing a premium on a literate workforce (Brandt, 2005). Advanced writing skills are an important aspect of academic performance as well as subsequent work-related performance. In order to achieve higher levels of writing performance, the working memory demands of writing processes should be reduced so that executive attention is free to coordinate interactions among them. This can in theory be achieved through deliberate practice that trains writers to develop executive control through repeated opportunities to write and through timely and relevant feedback. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design and methodology which are used in the conduction of study. Since this study aims to study the Effective Teaching Method for English writing skill to undergraduate students in Cambodia, the context of the study is described to provide a clearer picture and appropriate information. The description of population and samples, research design, research procedure, research and instructional instruments, data collection, and data analysis are brought to be presented.

3.1 Research Design

This study was a single group quasi experimental design. Five lesson plans were designed for five sessions of teaching English writing skill. Pretest and posttest was designed and approved by five experts with the consolation of IOC calculation. Questionnaire was designed and divided into categories in order to measure students' satisfaction. The Effective Teaching Method for English diary writing skill which diary writing was conducted to experiment the ability of students in English writing diary skill in the university level (year two). There were five stages of teaching in which a teaching session consisted three hours. The students took pretest before they studied English diary writing skill and posttest after the completion of study. Then they filled in the questionnaires about their opinion of the teaching with Effective Teaching Method. The independent variable was the teaching with Effective Teaching Method. The dependent variables were students' diary writing skill and students' satisfaction.

3.2 Context of Study

The population in this study was the undergraduate students who had studied in year two in the University of Management and Economics (UME), 2016-2017. This university was located in Cambodia. University of Management and Economics was a private university which was the most famous and experienced in Battambang Province. According to the Head Office of Administration, there were 3, 255 students who were studying in UME, Battambang in academic year 2016-2017. In that amount, there were 187 students studying in Faculty of Art, Humanity, and Foreign Languages. UME provided academic courses such as Bachelor degree and

Master degree. There were four foreigners teaching English in every academic semester. Most of teachers were from Philippines.

It was not easy to get native speakers such Americans or Australians to teach in university in such that kind of province. The majority of teachers were from Philippines and Africa. Presently, there were four foreign teachers working as English teachers at the university and all of them were from Philippines. The administration and management of the foreigner working in UME were based on the university's policy, curriculum and context. For example, all foreigners had to teach 45 hours per course and adapted to the curriculum which was suitable to the course book of UME.

Diary writing skill was conducted in this study. The study covered the skill of diary writing. This content of dairy led students to understand what diary writing was and how to write it. Furthermore, it talked about the benefits of writing a diary. It encouraged students to improve English writing skill especially diary writing. It was the productive way of spending free time, and it improved memory of writers because they wrote day-by-day events and activities. In addition, students learned the format and writing steps of diary writing skill. This made their diary writing looked neatly and more attractive.

3.3 Population and Sample

The population in this study was 166 students in undergraduate level in the six campuses of University of Management and Economics, Cambodia. The sample of the study was 30 students randomly selected among all UMEs. Researcher used cluster random sampling to get the 30 students to conduct experiment. Randomly, the students in year two of University of Management and Economics in Battambang were selected to conduct the experiment. Researcher wrote down the names of UMEs and put in a box and then he picked up accidentally one UME to conduct the experimental treatment. Actually, there were eight campuses of UME. The seven campuses of UME are UME in Battambang province (main campus), Pursat province, Kampong Som province, Kampot province, Banteay Meanchey province, Kampong Cham province, Kratie province, and Koh Kong province. All campuses worked well in English Major, except Kratie and Koh Kong which do not open this major. Koh Kong and Kratie are small provinces and there were not many students interested in this major. Therefore, Koh Kong and kratie were not considered to be the population in this study. The amounts of students in English Major in year two were: Battambang campus 30 (one classroom), Pursat campus 27 (one classroom), Kampong Som 32

(one classroom), Kampot campus 25 (one classroom), Banteay Meanchey 27 (one classroom), and Kampong Cham campus 25 (one classroom)

All campuses and main campus of UME had campus meeting which was conducted annually. The meeting was arranged in order to give information from main campus, exchange management experience, exchange teaching experience, solve the problems, discuss the curriculum, etc. Course books and academic policy were the same in all campuses. That was a good point for this study because researcher can randomly select one without worrying the differences between the campuses.

Table 3.1 Numbers and classrooms of students in English major in the studied campuses

No.	Campuses of UME	Classrooms	Number of Students
1	Battambang	1	30
2	Pursat	1	27
3	Kampong Som	1	32
4	Kampot	1	25
5	Banteay Meanchey	1	27
6	Kampong Cham	1	25
Total		6	166

Source: UME's report 2016

Researcher selected 30 students who were in year two of academic year to conduct experiment by applying the method of English writing skill in term of writing diary writing skill.

3.4 Research Procedure

The procedure of this study is divided as follow:

Diary writing was selected to conduct in the experiment by using the teaching method and techniques which were extracted from the theories of teaching and learning writing (Effective Teaching Method). After getting the method for teaching English diary writing which were adjusted among the three stages of experiment, it was brought to five experts who were three from Cambodia and two from Thailand. After all experts approved the lesson plans, questionnaire, and test, the formal experiment was conducted. The experiment was conducted for 15 hours

and divided into five sessions of teaching which in each session consisted three hours. The students took pretest with unlimited time before they started studying the skill. After pretest, they studied diary writing skill. At the end of the session they took posttest and filled in the questionnaires.

3.5 Research Instrument

Research instruments were the tools to conducting the research to collect data. Researcher used both qualitative and quantitative approaches. The research instruments which were used in this study:

1. Lesson plan: There were five lessons allocated with fifteen hours of teaching diary writing skill.
2. Pretest and posttest of English diary writing skill.
3. Questionnaire for students' satisfaction.

Researcher used IOC to calculate the score getting from expert evaluation on the five lesson plans. Based on the result and formula used, researcher could take the lesson plans to teach the 30 students. The test was also check and graded by the five experts and research used ICO to calculate it. The reliability was high and researcher could use the test for the experiment. To the result getting after the end of experiment, researcher used IBM SPSS Statistics 21 to calculate which T-Test formula was used to compare the result and the determined criteria (65 points). Furthermore, researcher used Five-Point Rating Scale to calculate find out students' satisfaction on the Effective Teaching Method. The criteria for rating the interpretation of results was talked by Boonchom Srisa-Ard (2000) are following:

4.51-5.00	Highest
3.51-4.50	High
2.51-3.50	Average
1.51-2.50	Low
1.00-1.50	Lowest

Here is the criteria and rubric for evaluation of English diary writing skill.

Table 3.2 Rubric for evaluation of English diary writing skill

Point Value	20	15	10	5
Topic Sentence	Original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples or fact and details with explanations that relate to the topic.	Examples or fact and details relate to the topic and some explanation is included.	Sufficient number of examples or fact and details that relate to the topic.	Insufficient, vague, or undeveloped examples or fact.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style and format	Appropriate tone, distinctive voice; pleasing variety in sentence structure; precise word choices, and right format.	Appropriate tone; Clear sentences with varied structures and right format.	Acceptable tone; some variety in sentence structures; Adequate word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; poor word choice.

Table 3.2 (Conts.)

Point Value	20	15	10	5
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

All students were asked to fill in the questionnaires about their satisfaction. The researcher developed the five-point scale questions for all respondents to fill in the questionnaires in order to save time and keep students focused on the subjects. Some items were taken out and added into the questionnaires as below:

Five-Point Rating Scale was used to survey students' opinions.

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strongly disagree

The questionnaire was divided into sections according to the criteria of experiment. Questionnaires are used because they are the main instrument to collect data (Sarantakos, 1997). According to Likert, R. (1932).

Validity of the questionnaire, lessons and test were obtained presenting them to five experts, who were experiencing in teaching English, including researcher's thesis adviser. According to Amin (2005) content validity is determined by expert's judgment. The validity of the questionnaire and tests were calculated by using the Content Validity Index formula. Kathuri, N.J, and Phalls, A.D (1993) argue that instruments with validity confidence are accepted as valid in research. The appropriateness of the contents was based on the following criteria:

- +1 means appropriate
- 0 means not sure
- 1 means inappropriate

The researcher finds the appropriateness of statement and tests with the content Index of item Objective Consistency (IOC).

$$IOC = R/N$$

IOC means the index of appropriateness

R means total scale from the experts' opinion

N means the number of the experts

Based on the formula used to calculate this ICO index ranked from -1 to 1.00 Items which had in index higher than or equal to 0.5 were reserved whereas items which had an index lower than 0.5 were modified (Sarantakos, 1997). To this research instrument, the figures of IOC were ranked from 0.08 to 1.00

Reliability of Instrument

Cronbach's alpha is the most common measure of internal consistency ("reliability"). It is most commonly used when you have multiple Likert questions in a questionnaire that form a scale and you wish to determine if the scale is reliable. Cronbach's Alpha was developed by Lee J. Cronbach to provide a measure of the internal consistency of a test or rating scale (Cronbach, L. J., 1984). The researcher tried out the instrument with 30 students who were not the sample group in the Faculty of Art, Humanity, and Foreign Language in the major of English language for teaching at University of Management and Economics, Banteay Meanchey. The reliability of the research questionnaire was 0.81 (high level), and the reliability of test was 0.92 (high level). The alpha coefficient for the 31 items of questionnaire was 0.81 and the 2 items of test was 0.92, suggesting that the items have relatively high internal consistency. Note that a reliability coefficient of 0.70 or higher is considered "acceptable" in most social science research situations.

3.6 Data Collection and analyzing

The data in this study obtained from the results of comparing the calculation of pretest and posttest. Moreover, the researcher also obtained data from questionnaires which were filled in by the 30 students who were selected to participate in the experimental treatment. And the data obtained from the tests and questionnaires were taken to calculate in IBM SPSS Statistics 21 in order to analyze to see the evidence of application the Effective Method for Teaching English diary writing skill and the students' satisfaction about the teaching with Effective Teaching Method.

To find out the value of t, researcher used one-sample test for the mean formula:

$$t = \frac{\bar{X} - u_0}{\frac{S}{\sqrt{n}}}$$

\bar{X} : Mean of the sample

u_0 : the determined criteria

S: Standard Deviation

n: The sample

df: Degree of freedom (n - 1)

3.7 Variables of study

The independent variable of this study was the teaching English diary writing with Effective Teaching Method. There were two dependent variables of study. They were English diary writing skill and satisfaction of students about teaching with Effective Teaching Method.

3.8 Components of Effective Teaching Method

Table 3.3 Components of Effective Teaching Method

Effective Teaching Method	
1 – Objective:	To teach English diary writing skill to undergraduate students.
2 – Content:	
2.1	Prewriting and drafting English dairy
2.2	Sharing English dairy writing
2.3	Editing English dairy writing
2.4	Revising English dairy writing
2.5	Publishing English diary writing
3 – Teaching and Learning Activities	
Steps of Teaching	
3.1	Pre-teaching for Pre-Writing, Drafting, Sharing, Editing, Revising, Publishing
3.2	Presentation of new language for Pre-Writing, Drafting, Sharing, Editing, Revising, Publishing
3.3	Practice for Pre-Writing, Drafting, Sharing, Editing, Revising, Publishing
3.4	Product for Pre-Writing, Drafting, Sharing, Editing, Revising, Publishing
3.5	Wrap up for Pre-Writing, Drafting, Sharing, Editing, Revising, Publishing
4. Evaluation	
4.1	Topic sentence (20 points)
4.2	Supporting details (20 points)
4.3	Organization and transitions (20 points)
4.4	Style and format (20 points)
4.5	Mechanics (20 points)

CHAPTER IV

THE RESULTS OF DATA ANALYSIS

The objectives of this study were:

4.1 To develop the Effective Teaching Method for teaching method for teaching English diary writing skill to undergraduate students.

4.2 To compare the English diary writing skill before and after teaching with Effective Teaching Method for English diary writing skill and with the determined criteria (65).

4.3 To find out the students' satisfaction about teaching with Effective Teaching Method for English diary writing skill.

4.1 Effective Teaching Method for teaching English diary writing skill

This method was developed by researcher with the combination of many methods which researcher studied. The extraction of those methods and steps in teaching led to a development of a new method that researcher used it to conduct an experiment in order to measure the effectiveness of this method. The researcher studied some English teaching methods which related to teaching writing skill such as Direct Instruction Method, Text Summary Method, Picture Method, Questioning Method, and Collaborative Writing Method.

4.1.1 Steps of English diary writing skill taught in the experimental treatment:

Step 1: Prewriting

In this step students wrote their prewriting in the form of mapping, webbing, or listing in order to get the ideas to writing a drafting. Normally, students used extra pieces of paper to do it. Firstly, they did brainstorming to grab the ideas for writing. Secondly, they needed to analyze the ideas which they got from brainstorming. In the same stage, students decided to cut out or add any ideas. Finally, they selected the main ideas and ranked them from the most important to the less important.

Step 2: Drafting

Drafting referred the writing which students wrote by using the ideas getting from brainstorming. There were two stages in this step. Students wrote two drafted writings which divided into the first draft and second draft. Students could see clearly the mistake of lacking ideas inserted in the text. After finished the first draft, students relaxed for around five minutes before they started writing second

draft. When compared the two drafted writings, they saw the differences. They made improvement from these differences.

Step 3: Sharing

After the second drafting was done, students share the writing to their classmates in order to have them see their friends' forms of writing. They possibly got new ideas and learnt new things from looking to the other writing forms. They also could give comments to their friends about writing in the paragraph form.

Step 4: Editing

Individual editing

Editing was one of the important steps in writing. Students needed to work hardly to check the mistakes or errors in their writing. In this step, every student worked to find the mistakes of writing in the text by themselves. Teacher told students what mistakes to look for. The points to check were a) spelling, tenses, sentences, subject verb agreement, punctuations, layout, meaning, capitalization, and liking words.

Peer editing

Students worked in pairs to help each other check the mistakes in their friends' writing. They checked the points as they did in individual editing. This stage was essential to make sure that they had the least mistake after handing the writing to teacher. Students discussed the editing and they could argue for the points they were confident with their writing. Students might feel surprised to compare their first and second editing.

Step 5: Revising

Revise contents

Revising meant to read again. Firstly, students had to revise the content of their writing. They checked the meaning to clarify that they did not go out of the topic or they did not use the parallel sentences.

Revise sentences

Students needed to check the sentence structure. They went step by step from one sentence to another to make the sentences correct and attractive.

Step 6: Publishing

After revising students got the better writing but it might be in dirty situation psychically. Therefore they needed to rewrite their writing in a beautiful form. At last, they handed the complete writing to teacher.

4.1.2 Steps of teaching with Effective Teaching Method for English diary writing skill

There were five steps of teaching with Effective Teaching Method for English diary writing skill which researcher conducted in the experimental treatment. Those steps were described as the following:

Pre-teaching

This was the first step of teaching. Teacher said things related to the lessons that students would study later. Teacher and students also reviewed the lesson together in case they had studied the previous session. They spent about ten to fifteen minutes in this step to ask and answer the question to connect the present lesson. Teacher set the scene to attract the students' attention before they started a new lesson.

Presentation of new language

Teacher and students normally spent about thirty to thirty-five minutes in this step. Teacher introduced a new language and the full explanation of the new language to students. This was a very important step which required students to pay high attention to grab the meaning of the lesson. Students had to follow up the lesson carefully with the note taking. In addition, teacher asked some questions to students to make sure they understood the lesson. Students answered the questions and wrote the answers.

Practice

This was the third step of the teaching. In this step, teacher let students practice what they had studied earlier. There were two main parts of the practice. First, students needed to answer the questions asked by teacher. Second, students practice the writing exercise. They spent about forty-five to fifty minutes in this part of teaching. Students could work individually and in groups to solve the exercises.

Product

Step four of the teaching with Effective Teaching Method was product. Teacher and students spent sixty to seventy minutes in this step. Students practiced doing exercise for the whole steps of diary writing they had studied from the previous sessions. This step showed the understanding of students about the lesson and teacher went around the classroom to help the students in case they had questions. Students worked individually and in pairs to do writing exercise.

Wrap up the lesson

The last step of the teaching with Effective Teaching Method was wrap up. Teacher summarized the lesson for students – teacher grabbed the important points from the lesson. Moreover, teacher let students work in groups in order to discuss and summarize the lesson. Then students presented the summary of lesson to the teacher and classmates. Some sessions of the teaching, teacher gave home work to students.

4.1.3 Diary writing

Diary Writing was used in the experimental treatment. A diary refers a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience (Wikipedia, 2016).

Format of diary

Top left- Date, day and time.

Tense Most frequently used- Simple past, Present perfect and future.

First person application.

Steps

Begin the entry with general sentence describing the day or momentary feelings.

In the body, you may discuss an event, your feelings towards it. How it is likely to affect your future plans.

Conclude with final remark and future course of action.

Date of writing
Time of writing
Dear Diary,
Content of diary
Name of writer

Figure 4.1 Diary entry format

An Example of diary writing

From the format above we have this format of diary entry for school.

Date: 02nd, Febraury, 2016

Dear Diary,

I woke up at six o'clock in the morning. We had breakfast and dressed up. Today we all went to Fantasize Amusement Park nearby my home town. We started from home at seven o'clock. As soon as we reached there, we bought our ticket and got inside. I was so excited seeing the rides. My parents and brothers liked "the Thunderfall" ride. My favorite rides were Water Splash, Caterpilla Ride, Wave Pool, and Pirate Ship. After a couple of hours, we had our lunch. In the afternoon we had most our scary ride on the Space gun. We got back our home about regularly one am. And we went to bed. It was a great day and I enjoyed it every minute. Oh, I can't wait to have another trip!

Mike

Figure 4.2 Sample of diary writing

(The source was extracted from: Next. Education, 2016)

Researcher used rubric which was constructed and evaluated by five experts to evaluate the score of the test done by 30 students in the experiment. Here is the rubric:

Table 4.1 Rubric for English dairy writing evaluation

Point Value	20	15	10	5
Topic Sentence	Original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.

Table 4.1 (Conts.)

Point Value	20	15	10	5
Supporting Details	Interesting, concrete and descriptive examples or fact and details with explanations that relate to the topic.	Examples or fact and details relate to the topic and some explanation is included.	Sufficient number of examples or fact and details that relate to the topic.	Insufficient, vague, or undeveloped examples or fact.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style and format	Appropriate tone, distinctive voice; pleasing variety in sentence structure; precise word choices, and right format.	Appropriate tone; Clear sentences with varied structures and right format.	Acceptable tone; some variety in sentence structures; Adequate word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; poor word choice.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

4.1.4 Compare pretest and posttest and posttest with the determined criterion

Frequencies of participants

Table 4.2 Frequencies of participants

		Frequency	Percentage (%)
	Male	15	50.00
	Female	15	50.00
	Total	30	100.00

There were 30 (100%) participants in the experiment. There were 15 male students (50%), and 15 female students (50%).

Compare pretest and posttest

Table 4.3 Pretest's score and posttest's score

Student	Pretest's score	Posttest's score
1	60.00	75.00
2	60.00	75.00
3	55.00	70.00
4	30.00	75.00
5	60.00	70.00
6	60.00	60.00
7	55.00	65.00
8	60.00	65.00
9	55.00	70.00
10	40.00	60.00
11	30.00	80.00
12	60.00	65.00
13	55.00	65.00
14	60.00	80.00
15	60.00	75.00
16	60.00	75.00
17	30.00	75.00
18	25.00	60.00

Table 4.3 (Conts.)

Student	Pretest's score	Posttest's score
19	40.00	80.00
20	20.00	70.00
21	55.00	65.00
22	45.00	65.00
23	45.00	75.00
24	40.00	70.00
25	40.00	65.00
26	55.00	75.00
27	60.00	70.00
28	55.00	65.00
29	40.00	65.00
30	50.00	65.00

Compare pretest's and posttest's mean and standard deviation

Table 4.4 Mean and Standard Deviation of pretest and posttest

	\bar{X} (Mean)	S.D.	P (Sig.)
Pretest	48.66	12.31	0.00*
Posttest	69.66	6.00	

* Significance at 0.05 level

The figure showed that the mean of pretest is 48.66 ($\bar{X} = 48.66$, S.D. = 12.31) and the mean of posttest is 69.66 ($\bar{X} = 69.66$, S.D. = 6.00). The difference of the means told us the effectiveness of the treatment which was conducted by researcher. The standard deviation of pretest is 12.31 and the standard deviation of posttest is 6.00. The number of significance was 0.000 (significance at 0.05 level). The significance level getting from the treatment was lower than 0.05 ($p > 0.05$) which showed that the result of treatment was statistically significant. It had been common practice to interpret a P value by examining whether it is smaller than particular threshold values. In particular, P values less than 0.05 are often reported as "statistically significant", and interpreted as being small enough to justify rejection of the null hypothesis.

The determined criterion was 65, and the mean of posttest result is 69.66. This showed that the mean of posttest was higher than the determined criteria at the value + 4.66. While the percentage difference was positive, it was also found to be statistically significant. The difference of figures showed that the teaching by implementing Effective Teaching Method for English diary writing skill was good.

Compare posttest with the determined criteria (65)

The sample $n = 30$ ($n < 100$), the formula below is used:

$$t = \frac{\bar{X} - u_0}{\frac{S}{\sqrt{n}}}$$

\bar{X} : Mean of the sample (69.66)

u_0 : the determined criteria (65)

S: Standard Deviation (6)

n: The sample (30)

df: Degree of freedom (29)

$$t = \frac{69.66 - 65}{\frac{6}{\sqrt{30}}}$$

$$t = 4.24$$

According to the table of critical values of t, the value of t is higher than 1.69 ($t = 4.24$). This showed that the experiment conducted by researcher was statistical significant. This meant that the students studied English diary writing with Effective Teaching Method got the scores higher than 65.

4.1.5 Students' Satisfaction

Core categories of variables

- 1) Method of teaching (Effective Teaching Method for English diary writing skill)
- 2) Writing steps of diary writing skill
- 3) Time of study diary writing skill in each session
- 4) Steps of activity in teaching
- 5) Teaching materials

4.2 Method of teaching (Effective Teaching Method)

Table 4.5 Students' satisfaction about the method of teaching

Variable	\bar{X}	S.D.	Interpretation
1. This method encourages students to write diary.	4.23	0.82	High
2. This method helps students write diary in the correct way.	4.40	0.56	High
3. This method makes students work cooperatively with friends.	3.90	0.55	High
4. This method makes students work cooperatively with teacher.	4.13	0.86	High
5. This method is good enough for students to be able to write diary.	4.46	0.86	High
6. The method is clear and practicable.	4.20	0.66	High
Average	4.22	0.50	High

(\bar{X} = Mean, S.D. = Standard Deviation)

The table showed that the students satisfied with the method used in teaching (\bar{X} = 4.22, S.D. = 0.50). The method was good enough for students to be able to write diary (\bar{X} = 4.46, S.D. = 0.86). That was the highest level found in the satisfaction about the method. The table also showed the level of variable number two (\bar{X} = 4.40, S.D. = 0.56) which described that the method helped students write diary writing in the correct way. The method encouraged students to write diary (\bar{X} = 4.23, S.D. = 0.82). The next one was the method is clear and practicable (\bar{X} = 4.20, S.D. = 0.50). The following was the variable number four which described that the method makes students work cooperatively with teacher (\bar{X} = 4.13, S.D. = 0.86). The lowest value of the aspect of the method used in teaching was variable number three which described that the method used in teaching makes students work cooperatively with friends (\bar{X} = 3.99, S.D. = 0.55).

4.3 Writing steps of diary writing skill

Table 4.6 Students' satisfaction about Writing steps of diary writing skill

Variable	\bar{X}	S.D.	Interpretation
1. All the steps are important for writing diary.	4.40	0.56	High
2. The steps are clear and understandable.	3.93	0.78	High
3. All the steps are good enough to write a good diary.	4.43	0.62	High
4. These diary writing steps are helpful for writing diary.	4.33	0.66	High
5. All the steps are equally important for diary writing.	4.46	0.57	High
6. Missing any steps could not make a good diary writing.	4.00	0.98	High
7. All the steps are practicable.	4.23	0.67	High
Average	4.25	0.41	High

(\bar{X} = Mean, S.D = Standard Deviation)

The table showed that the average of variable about writing steps of diary writing was high (\bar{X} = 4.25, S.D. = 0.41). The highest value was variable number five which described that all the steps were equally important for dairy writing (\bar{X} = 4.46, S.D. = 0.57). The second highest value was variable number three which described that all the steps were good enough to write a good diary writing (\bar{X} = 4.43, S.D. = 0.62). The third highest value of the variable was variable number one which described that all the steps were important for writing diary (\bar{X} = 4.40, S.D. = 0.56). The fifth highest value in the table was about if these dairy writing steps were helpful for diary writing (\bar{X} = 4.33, S.D. = 0.66). The second last lowest value was variable number seven which pointed out that all the steps were practicable (\bar{X} = 4.23, S.D. = 0.41). Lastly, the lowest value was variable number which described that all the steps were clear and understandable.

4.4 Time of study diary writing skill in each session

Table 4.7 Students' satisfaction about time of study

Variable	\bar{X}	S.D.	Interpretation
1. The time for teaching is enough for student to understand the lesson.	4.10	0.75	High
2. The time for practice writing diary is enough.	4.10	0.88	High
3. Teacher and students used the time effectively and efficiently.	4.30	0.70	High
4. The time in each step of lesson teaching is enough.	3.93	0.90	High
5. The time of teaching is well managed.	4.00	0.64	High
6. The time of exercise practice is well managed.	4.00	0.58	High
Average	4.07	0.53	High

(\bar{X} = Mean, S.D. = Standard Deviation)

The average was in the high value according to the table (\bar{X} = 4.07, S.D. = 0.53). Furthermore, the table showed that the highest value was variable number three which pointed out that teacher and students used the time effectively and efficiently (\bar{X} = 4.30, S.D. = 0.70). The second highest were about variable number one and number two which had the same value (\bar{X} = 4.10, and S.D. = 0.75 and S.D. = 0.88). The following highest values were variable number five and number six which had the same mean value (\bar{X} = 4.00) as value of standard deviation of number five was (S.D = 0.64) and number six was (S.D. = 58). The last one was about if the time in each step of lesson teaching was enough (\bar{X} = 3.93, S.D. = 0.90).

4.5 Steps of activities in teaching

Table 4.8 Students' satisfaction about steps of activities in teaching

Variable	\bar{X}	S.D.	Interpretation
1. Students understand clearly in each session.	4.00	0.78	High
2. The exercise for students to practice is enough.	4.16	0.79	High
3. Teacher's participation is helpful for teaching diary writing.	4.10	0.84	High
4. Homework is essential for students to develop their diary writing.	4.00	0.74	High
5. Checking comprehension is good enough in each session.	4.10	0.66	High
6. Lesson review in each session is helpful for students.	4.16	0.59	High
7. Lesson summary in each session is important.	4.40	0.62	High
Average	4.13	0.45	High

(\bar{X} = Mean, S.D. = Standard Deviation)

The table showed that the value of the average was high in the interpretation ($\bar{X} = 4.13$, S.D. = 0.45). Moreover, the table showed that the highest level was variable number seven which pointed out that lesson summary in each session is important ($\bar{X} = 4.40$, S.D. = 0.45). The second highest ones were variable number two and number six; the exercise for students to practice in each session is enough ($\bar{X} = 4.16$, S.D. = 0.79), and lesson review in each session is helpful for students ($\bar{X} = 4.16$, S.D. = 0.59). The third highest value were variable number three and number five; teacher's participation was helpful for students for teaching diary writing ($\bar{X} = 4.10$, S.D. = 0.84), and homework is essential for students to develop their diary writing ($\bar{X} = 4.10$, S.D. = 0.66). Variable number one and number four had the same values and the lowest, too. Students understand less clearly in each session ($\bar{X} = 4.00$, S.D. = 0.78). These diary writing steps are helpful for diary writing ($\bar{X} = 4.00$, S.D. = 0.74).

4.6 Teaching materials

Table 4.9 Students' satisfaction about teaching materials

Variable	\bar{X}	S.D.	Interpretation
1. PowerPoint slides are helpful for students to understand the lesson.	4.33	0.71	High
2. Handouts of lessons and exercises are helpful for students.	4.30	0.74	High
3. Writing on white board for extra explanation is helpful.	4.33	0.60	High
4. Using different markers writing down on white board helps students well.	4.23	0.77	High
5. All materials are used effectively and efficiently.	4.40	0.56	High
Average	4.32	0.49	High

(\bar{X} = Mean, S.D. = Standard Deviation)

The average value of teaching materials was found out in the high one (\bar{X} = 4.32, S.D. = 0.49). According to the table, it was shown that all the materials used in teaching were implemented effectively and efficiently (\bar{X} = 4.40, S.D. = 0.56). The PowerPoint slides are helpful for students to understand the less (\bar{X} = 4.33, S.D. = 0.71). Students gave the satisfaction to the writing one white board for extra explanation in the high value (\bar{X} = 4.33, S.D. = 0.60). Chronologically, handouts of lessons and exercises are helpful for students (\bar{X} = 4.30, S.D. = 0.74).

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4.7 Mean and standard deviation of variables

Table 4.10 Students' satisfaction about teaching materials

Variable	\bar{X}	S.D.	Interpretation
1. Method of teaching (Effective Teaching Method for English diary writing skill)	4.22	0.50	High
2. Writing steps of diary writing skill	4.25	0.41	High
3. Time of study diary writing skill in each session	4.07	0.53	High
4. Steps of activity in teaching	4.13	0.45	High
5. Teaching materials	4.32	0.49	High
Average	4.20	0.38	High

(\bar{X} = Mean, S.D. = Standard Deviation)

According to the table, it was shown that the average value of students' satisfaction is high (\bar{X} = 4.21, S.D. = 0.38). Students satisfied the most is teaching materials (\bar{X} = 4.32, S.D. = 0.49). The second highest value of students' satisfaction is variable number two which talked about writing steps of diary writing skill (\bar{X} = 4.25, S.D. = 0.41). The third highest value is the one talked about method of teaching (\bar{X} = 4.22, S.D. = 0.50). Steps of activity in teaching also got the high value (\bar{X} = 4.13, S.D. = 0.45). Lastly, Time of study dairy writing skill in each session (\bar{X} = 4.07, S.D. = 0.53).

CHAPTER V

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter discussed the findings of study which was presented in chapter 4. Furthermore, it presented the conclusion inferred from the study and recommendations, which could make the betterment of English writing study in University of Management and Economics, Cambodia.

5.2 Summary of study

5.2.1 Purposes of study

The purposes of this study were:

- 1) To develop a teaching method for teaching English diary writing skill to undergraduate students.
- 2) To compare the English diary writing skill before and after teaching with the Effective Teaching Method for English diary writing skill, and with the determined criteria (65 points).
- 3) To find out the students' satisfaction on teaching with Effective Teaching Method for English diary writing skill.

5.2.2 Methodology

It was a one group experiment research and this research was used qualitative and quantitative analysis. Researcher used qualitative analysis for the constructed method analyzing, and quantitative analysis for test comparing between pretest and posttest and between posttest's score with determined criteria (65 points). Quantitative analysis was also used for students' satisfaction analyzing.

The population was 166 students (six classrooms with the six UMEs). The sample was 30 students (one classroom). Researcher used cluster random sampling in order to get the sample. Researcher wrote the names of UMEs putting them in a box and later picked up one (sample).

The research instruments which were used in this research:

- 1) Lesson plan: There were five lessons allocated with fifteen hours of teaching diary writing skill.
- 2) Pretest and posttest of English diary writing skill. The test was required to be written at least 250 words with unlimited time.

3) Questionnaires for students' satisfaction which divided into five aspects such as method of teaching, writing steps of diary writing, time of study diary writing skill in each session, steps of activities in teaching, and teacher materials.

The data in this study obtained from the results of comparing the calculation of pretest and posttest. Moreover, researcher also got the data from the questionnaires which were filled in by the 30 students who were selected to participate in the experiment. Lesson plans for the five sessions also facilitated the teaching to get the actual result. And the data got from the tests and questionnaires were taken to calculate in IBM SPSS Statistics 21 in order to analyze to see the evidence of the application of Effective Teaching Method for English diary writing skill and the students' satisfaction about the teaching by using this constructed method.

5.3 Result of study

The results of the study were presented relatively the Effective Teaching Method for English diary writing skill, the comparing between pretest and posttest, the comparing posttest's score and the determined score (65% points), and the students' satisfaction about the teaching with Effective Teaching Method for English diary writing skill.

5.3.1 Effective Teaching Method for English diary writing skill.

This method was constructed by combining the other methods. They were direct instruction method, collaborative writing method, question method, picturing method, and summary method. The steps of diary writing in this study were extracted from the steps of writing from other authors such as John Langan, Robert Keith Miller, Steve Peha, Ali Hale, and Laurence Pringle. The steps of diary writing in this study are Prewriting (brainstorming, analyzing ideas, and selecting ideas), drafting (first draft and second draft), editing (individual and peer editing), sharing, revising, and publishing. The steps of teaching with the Effective Teaching Method were pre-teaching, presentation of new language, practice, product, and wrap up.

5.3.2 Comparing the skill of English diary writing of students according to the result of pretest and posttest.

This comparing reflected the skill of diary writing before and after teaching with Effective Teaching Method for English diary writing skill. The result was found that the average score of posttest was higher than the average score of pretest (pretest: $\bar{X} = 48.66$, S.D. = 12.31 and Posttest: $\bar{X} = 69.66$, S.D. = 6.00). Furthermore, the number of significance was 0.00 (significance at 0.05 level). The significance level

getting from the treatment was lower than 0.05 which showed that the result of treatment was effectively significant.

5.3.3 The comparing posttest's score and the determined criterion (65 points).

The study showed that the average score of posttest was higher than the determined criterion. The value of posttest's average score was 69.66 ($\bar{X} = 69.66$) which was higher than 65.00 (determined criterion).

5.3.4 The students' satisfaction on teaching with Effective Teaching Method for English diary writing skill.

The study was found that the students who participated in the study satisfied the teaching with Effective Teaching Method for English diary writing skill because the average value of the satisfaction was 4.20 ($\bar{X} = 4.20$). In addition, students satisfied the teaching materials the most ($\bar{X} = 4.32$). The second highest value related to students' satisfaction was writing steps of diary writing skill ($\bar{X} = 4.25$). All in all, the students really satisfied the teaching with Effective Teaching Method for English diary writing skill.

5.4 Discussion of the findings

The discussing would respond to the purposes of research:

1) To develop and teaching method for teaching English diary writing skill to undergraduate students.

2) To compare the English diary writing skill before and after teaching with Effective Teaching Method for English diary writing skill, and with the determined criteria (65 points).

3) To find out students' satisfaction on teaching with Effective Teaching Method for English diary writing skill.

1. Effective Teaching Method for English dairy writing skill:

The first hypothesis stated that a method was developed in order to teach English diary writing skill. The study of many theories related to English writing skill allowed the researcher to develop a method called Effective Teaching Method for English diary writing skill. This method was brought to conduct a treatment with the steps constructed by combining from many authors' writing steps and the lesson plans compiled and checked carefully by researcher and experts. Moreover, this method revealed a high effectiveness of teaching diary writing. Peter Williams (2015) indicates that use different methods of teaching to get your teaching more effectively. Don't just stand up in front of the classroom and read a textbook word for word. Prepare a presentation, a class activity, reading time, etc. Make sure each

different way of learning is covered. Shahzad Farid (2015), indicates that there is no universal teaching method and no one can understand your educational context better than you.

2. Comparing diary writing skill before and after teaching with Effective Teaching Method for English diary writing skill:

The second hypothesis stated that the ability of diary writing skill of students was much better after the teaching with Effective Teaching Method for English diary writing skill. The study showed that the skill of English diary writing of students who participated in the treatment was better after the treatment. This is due to the enough time of practice writing and students got motivated to write. The clear steps of teaching and writing also helped students to understand and focus on learning. Students were comprehensive after the five sessions of studying writing diary with Effective Teaching Method. That was the evidence of effectiveness of the method which was developed for teaching English diary writing skill. Luckily, the participants presented in the whole sessions of treatment. Statistical analysis can determine if the intervention had a significant effect. The effect of giving the pretest itself may affect the outcomes of the second test. Pretest-Posttest model provides more information than a posttest-only design. Since this method provides a measure of participant knowledge or behavior prior to the start of programming efforts, it can be helpful in refocusing the information to be presented while providing a point of comparison from beginning to end (Ary, Jacobs, Razavieh, & Sorensen, 2006). Meaningful pretest-posttest comparisons require that participants be present at the start and end of the program; however, consistent attendance can be difficult to obtain, especially among high-risk groups (Pratt, C. C., McGuigan, W. M., & Katzev, A. R., 2000). Without pairs of responses (a pretest and a posttest), comparisons cannot be made and the available data are reduced.

3. Comparing the posttest's score with the determined criteria:

The second hypothesis also stated that the average score of posttest was higher than the determined criteria (65 points). The study revealed that the average points obtained from the posttest was higher than 65 points (the determined score). The average score of posttest was 69.66 which was positively higher than 65. The determined score (65 points) was the score set officially by UME. The students in UME who got the score less than 65 were failed. After studying diary writing steps and clearly explained by teacher, students understood and felt confident to write better writing. They saw the different times, inspiration, and clearness of teaching method from the classroom they were taught.

4. Students' satisfaction to the teaching with Effective Teaching Method for English diary writing skill:

The third hypothesis stated that the students who participated in the experimental treatment satisfied the teaching which was conducted with Effective Teaching Method for English diary writing skill. The students satisfied the teaching materials the most because it had the highest value ($\bar{X} = 4.32$). The study was found that the average of students' satisfaction was high ($\bar{X} = 4.20$). This high value indicated that students highly satisfied the teaching with Effective Teaching Method for English diary writing skill. Michael Lisin (2010), points out that one of the smart classroom management goals, on the other hand, is to create a nice teaching method for your students. It's not difficult to make your students like your teaching when you are confident with your teaching method.

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson (Nadine Shehhi, 2015). Kevin Larkin (2015) states that if you offer quality learning experiences, and evaluate the learning, that the satisfaction will follow. Miftachul Huda (2015), points out that we have to know in teaching that there are three basic components: design, implementation and evaluation. By optimally investigating post element through giving the students some feedback (i.e. questions regarding the subject course taught), it will be helpful to measure how teaching is being successful. The more students can give a feedback through answering and responding such questions, the more teaching is being successful and satisfied also.

5.5 Conclusions

The conclusion below was the drawn as a result of the research work which covered a developed teaching method (Effective Teaching Method for English diary writing skill), comparing diary writing skill before and after teaching with the developed teaching method, comparing the posttest's score with the determined criteria, and students' satisfaction on teaching with Effective Teaching Method for English diary writing skill.

5.5.1 Effective Teaching Method for English diary writing skill

The first hypothesis was confirmed that a teaching method was developed in order to teach English diary writing skill. A teaching method was developed

which was named Effective Teaching Method, and that method was used in the teaching for English diary writing skill. That method of teaching accompanied with the steps of teaching (pre-teaching, present a new language, practice, product, and wrap up) and the steps of writing diary (pre-writing, drafting, editing, sharing, revising, and publishing) which was experimented and obtained the good result. This method was limited to be used in diary writing skill, or it probably would not work with the other skills of English teaching. After the study researcher confirmed in accordance to the result that this method really worked with English diary writing skill.

5.5.2 Compare diary writing skill before and after teaching with Effective Teaching Method for English diary writing skill

The second hypothesis was confirmed that English diary writing skill of students after teaching was better than the same skill before teaching. Dairy writing skill of the students who participated the experiment was known by the statistical analysis which researcher did after the study. The skill of English diary writing after the teaching with the developed teaching method was better than the skill of this kind of writing before teaching. The result of study showed that the score after teaching was positively higher than the score before teaching. This result revealed the improvement of students' English diary writing skill with Effective Teaching Method after the teaching.

5.5.3 Compare posttest's score with determined criteria

The second hypothesis was confirmed that the posttest's score was higher than the determined criterion (65 points). The determined criterion in the study was 65 points which was officially set by UME. The study showed that the posttest's score was positively higher than the score determined by UME (65 points). This comparison showed the effectiveness of the teaching with Effective Method for English diary writing skill.

5.5.4 Students' satisfaction on the teaching with Effective Teaching Method for English diary writing skill

The third hypothesis was confirmed that the students who participated in the experimental treatment satisfied to the teaching with Effective Teaching Method for English diary writing skill. The study indicated that the satisfaction obtained from students was positively high. This study also showed that the students satisfied with the teaching with Effective Teaching Method for English diary writing skill. Therefore that method was appropriate to be applied in English classroom teaching about diary writing skill.

5.6 Recommendations

The following recommendations were offered by researcher in order to enhance the quality of English writing teaching.

5.6.1 Teaching methods used for teaching in English classroom

Teachers who teach in Department of English Language should search or develop new methods of teaching to create a better teaching quality in UME. The world is changing, and education is moving forwards with the changes. Thus it needs the teaching method invention to manage the quality of study in university education especially for English writing skill. Teachers should not use the same methods they have taught for years with no development or enhancement of those methods.

5.6.2 English writing skill of students in Faculty of Arts, Humanity, and Foreign Languages of UME

Students should be given more times to practice writing skill and taught the ways of learning. They get less benefit from hard study since they do not know how to study well. This is one part of teachers' duty to fill in the need of students to be qualified with their study. Writing skill needs times and hard practice. Through the study of researcher from the experiment students will to learn and practice writing skill as they clearly know the tips and objectives of learning. So teachers should be clear with what they teach such as materials for teaching, lesson plan, knowledge of the subject taught, and the content of teaching.

5.6.3 Teaching English writing skill in Faculty of Arts, Humanity, and Foreign Language of UME

Teachers who teach academic writing subject in UME should have experience of teaching writing and writing professional articles. Furthermore, they should properly know which method fits to students' knowledge background and helps students achieve their objectives of study. UME administrators should evaluate and revise the curriculum of teaching writing skill in order to strengthen the quality of study in this area. The satisfaction of students shows the quality of the teaching as well as the quality the university. Therefore, UME should conduct assessment to get feedback from students related to their satisfaction of teaching and teachers.



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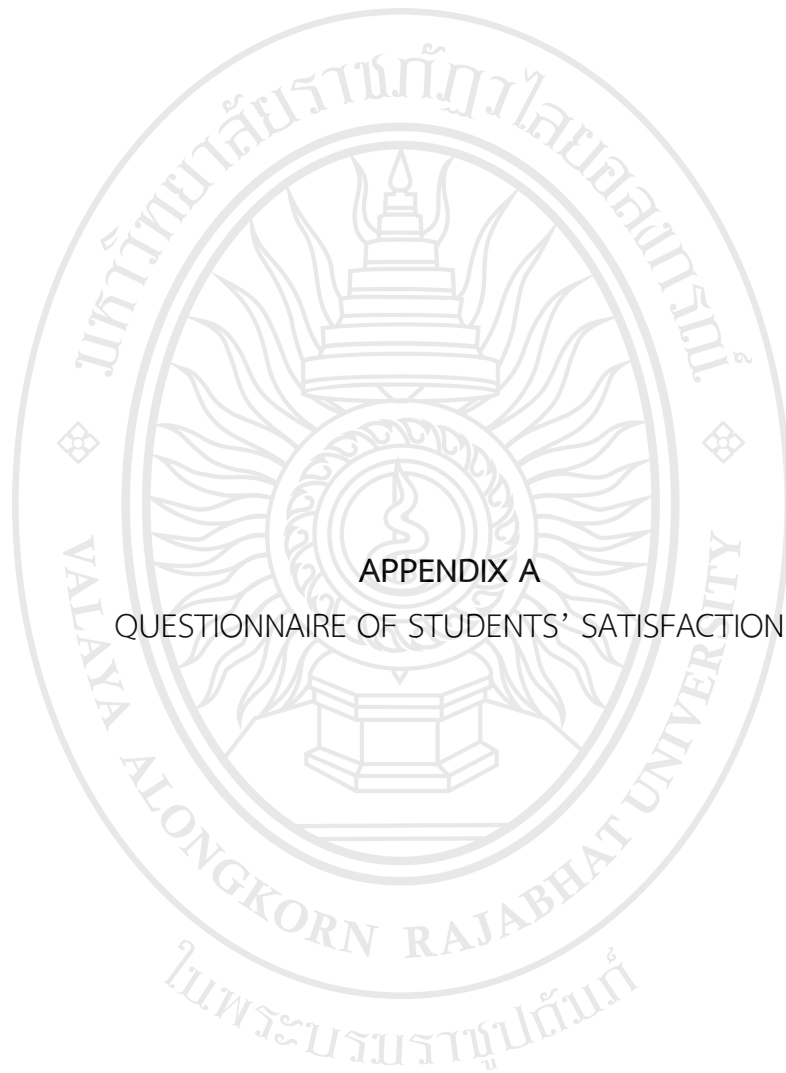
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APPENDIX

GRAD VRU



APPENDIX A
QUESTIONNAIRE OF STUDENTS' SATISFACTION

GRAD VRU

Questionnaire of Students' Satisfaction

General Information

The researcher is going to research on topic: “The Effect of Effective Teaching Method toward English Diary Writing Skill of Undergraduate Students in University of Management and Economics, Cambodia”, the purposes of this study are:

1. To develop a teaching method for teaching English diary writing skill to undergraduate students.
2. To compare the English diary writing skill before and after teaching by using the Effective Teaching Method for English diary writing skill and with the determined criteria (65%).
3. To find out the students' satisfaction on Effective Teaching Method for English diary writing skill.

This is a questionnaire of Students' satisfaction on “The Effect of Effective Teaching Method toward English Diary Writing Skill of Undergraduate Students in University of Management and Economics, Cambodia”

Please check (✓) in the rating box (+1, 0, -1) the score to which the items are appropriate according to your opinions with operational definition in this research.

The criteria for rating your opinions are as follow;

+1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate

IOC = R/N

IOC means the index of appropriateness

R means total scale from the experts' opinion

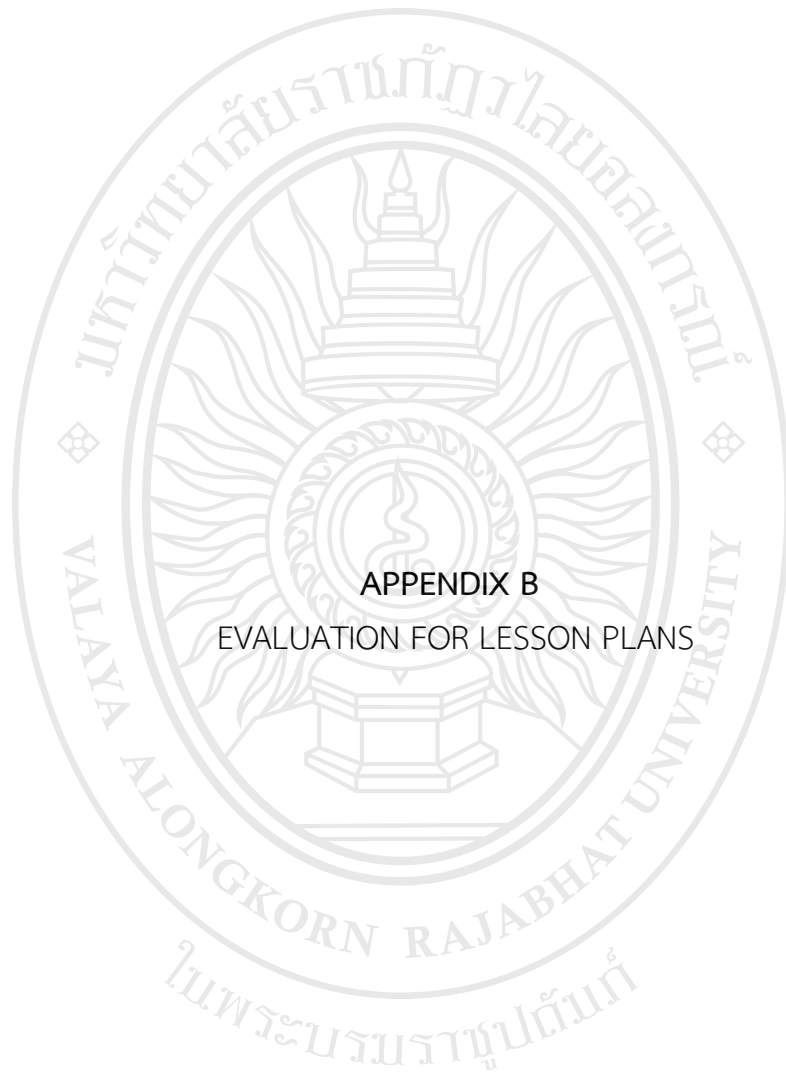
N means the number of the experts

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Items	Expert						
	1	2	3	4	5	Total	IOC
1. Method of teaching (Effective Teaching Method for English dairy writing skill)							
1.1 This method encourages students to write dairy.	+1	+1	+1	+1	+1	5	1
1.2 This method helps students write dairy in the correct way.	+1	+1	+1	+1	0	4	0.8
1.3 This method makes students work cooperatively with friends.	+1	+1	+1	+1	+1	5	1
1.4 This method makes students work cooperatively with teacher.	+1	+1	+1	+1	+1	5	1
1.5 This method is good enough for students to be able to write dairy.	+1	+1	+1	+1	+1	5	1
1.6 The method is clear and practicable.	+1	+1	+1	+1	+1	5	1
2. Writing steps of dairy writing skill							
2.1 All the steps are important for writing diary.	+1	+1	+1	+1	+1	5	1
2.2 The steps are clear and understandable.	0	+1	+1	+1	+1	4	0.8
2.3 All the steps are good enough to write a good diary.	0	+1	+1	+1	+1	4	0.8
2.4 These diary writing steps are helpful for writing diary.	+1	+1	+1	+1	+1	5	1
2.5 All the steps are equally important for diary writing.	+1	+1	+1	+1	+1	5	1
2.6 Missing any steps could not make a good diary writing.	+1	+1	+1	+1	+1	5	1
2.7 All the steps are practicable.	+1	+1	+1	+1	+1	5	1
3. Time of study dairy writing skill in each session							
3.1 The time for teaching is enough for students to understand the lesson.	0	+1	+1	+1	+1	4	0.8
3.2 The time for practice writing diary is enough.	+1	+1	+1	+1	+1	5	1
3.3 Teacher and students use the time effectively and efficiently.	+1	+1	+1	+1	+1	5	1
3.4 The time in each step of lesson teaching is enough.	+1	+1	+1	+1	1	5	1

Items	Expert						Total	IOC
	1	2	3	4	5			
3.5 The time of teaching is well managed.	+1	+1	+1	+1	+1	5	1	
3.6 The time of exercise practice is well managed.	+1	+1	+1	+1	+1	5	1	
4. Steps of activity in teaching								
4.1 Students understand lesson clearly in each session.	+1	+1	+1	+1	+1	5	1	
4.2 The exercise for students to practice in each session is enough.	+1	+1	+1	+1	+1	5	1	
4.3 Teacher's participation is helpful for students for teaching diary writing.	+1	+1	+1	+1	+1	5	1	
4.4 Home work is essential for students to develop their diary writing.	+1	+1	+1	+1	+1	5	1	
4.5 Checking comprehension is good enough in each session.	+1	+1	+1	+1	+1	5	1	
4.6 Lesson review in each session is helpful for students.	+1	+1	+1	+1	+1	5	1	
4.7 Lesson summary in each session is important.	+1	+1	+1	+1	+1	5	1	
5. Teaching materials								
5.1 PowerPoint slides are helpful for students to understand the lessons.	+1	+1	+1	+1	+1	5	1	
5.2 Handouts of lesson and exercises are helpful for students.	+1	+1	+1	+1	0	4	0.8	
5.3 Writing down on white board for extra explanation is helpful.	+1	+1	+1	+1	0	4	0.8	
5.4 Using different color markers writing down on the white helps students well.	+1	+1	+1	+1	+1	5	1	
5.5 All materials are used effectively and efficiently.	+1	+1	+1	+1	+1	5	1	

Based on the formula used to calculate this ICO index ranked from -1 to 1.00 Items which had in index higher than or equal to 0.5 were reserved whereas items which had an index lower than 0.5 were modified (Sarantakos, 1997). To this research instrument, the figures of IOC are ranked from 0.08 to 1.00 This means that all the items are appropriate to be used in the research.



APPENDIX B
EVALUATION FOR LESSON PLANS

GRAD VRU

Evaluation for Lesson Plans

Guideline for evaluation

Introduction: The researcher is going to research on topic: “The Effect of Effective Teaching Method toward English Diary Writing Skill of Undergraduate Students in University of Management and Economics, Cambodia”, the purposes of this study are:

1. To develop a teaching method for teaching English diary writing skill to undergraduate students.
2. To compare the English diary writing skill before and after teaching by using the Effective Teaching Method for English diary writing skill and with the determined criteria (65%).
3. To find out the students’ satisfaction on Effective Teaching Method for English diary writing skill.

This is a questionnaire about the lesson plan evaluation about teaching English diary writing skill.

Please put a tick (✓) in the rating box (+1, 0, -1) the score to which the items appropriate according to your opinions with operational definition in this research.

- | | |
|----------|-----------------------------|
| +1 means | the item is appropriate |
| 0 means | not sure |
| -1 means | the item is not appropriate |

$IOC = R/N$

IOC is the index of appropriateness

R is the total scale from the expert’s opinion

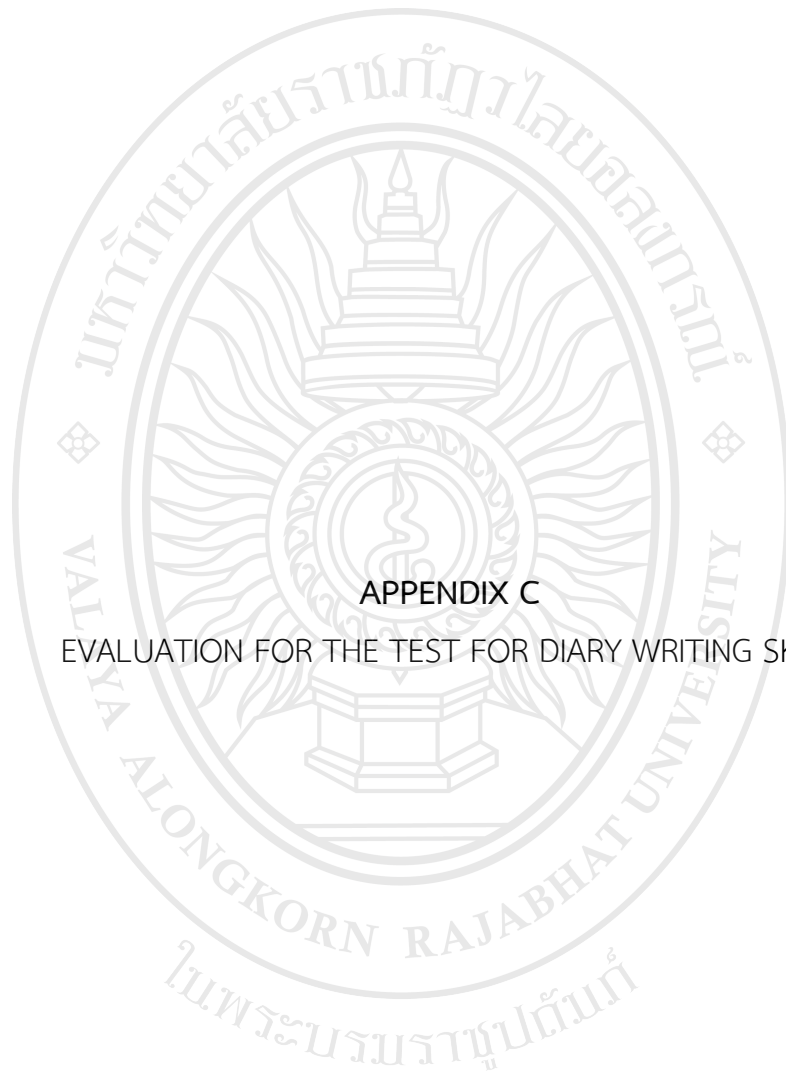
N is the number of expert

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Item	Experts						Total	IOC
	1	2	3	4	5			
Heading Part								
1. The information in heading is adequate.	+1	+1	+1	+1	+1	5	1	
2. The topic in heading is clear enough.	+1	+1	+1	+1	+1	5	1	
3. The materials used in teaching are appropriate.	+1	+1	+1	+1	+1	5	1	
Aim of lesson								
4. The aim of the lesson is clear in accordance to course syllabus.	+1	+1	+1	+1	+1	5	1	
Objective								
5. The objectives of the lesson are clear enough in accordance to the course syllabus.	0	+1	+1	+1	+1	4	0.8	
Essential of Content								
6. The essential of content is appropriately related to the topic of the lesson.	+1	+1	+1	+1	+1	5	1	
Content								
7. The content of the lesson is clear enough related to course syllabus.	+1	+1	+1	+1	+1	5	1	
8. The contents are suitable to students' level (year II university in English Teaching major).	+1	+1	+1	+1	+1	5	1	
Evidence of Learning								
9. The evidences of learning are adequate to get the main idea about the writing.	+1	+1	+1	+1	+1	5	1	
Evaluation								
10. The criteria (rubric) for checking exercise is appropriate.	+1	+1	+1	+1	+1	5	1	
11. The evaluations of the lesson are appropriate.	0	+1	+1	+1	+1	4	0.8	

Item	Experts						
	1	2	3	4	5	Total	IOC
Teaching and Learning Activities							
Pre-teaching stage							
12. Introduction of the lesson is appropriately related to the lesson.	+1	+1	+1	+1	+1	5	1
13. Set the scene for the lesson is appropriately related to the lesson.	+1	+1	+1	+1	+1	5	1
Presentation of new language stage							
14. Presentation of new language step has clear contents.	+1	0	+1	+1	+1	4	0.8
15. The examples are adequate for students to understand the lesson.	+1	+1	+1	+1	+1	5	1
Practice stage							
16. The questions used to check students' understanding are congruent.	+1	+1	+1	+1	+1	5	1
17. The exercises are appropriately related to the lesson.	+1	+1	+1	+1	+1	5	1
18. Individual and pairs work are appropriate for exercise practice.	+1	+1	+1	+1	+1	5	1
Product stage							
19. Individual work and pairs work are appropriate and helpful for students.	+1	+1	+1	+1	+1	5	1
Wrap up the lesson stage is appropriate.							
20. Summary of the lesson is appropriate.	+1	+1	+1	+1	+1	5	1
21. Homework is helpful and appropriate to give to students.	+1	0	+1	+1	+1	4	0.8

Based on the formula used to calculate this ICO index ranked from -1 to 1.00 Items which had in index higher than or equal to 0.5 were reserved whereas items which had an index lower than 0.5 were modified (Sarantakos, 1997). To this research instrument, the figures of IOC are ranked from 0.08 to 1.00 This means that all the items are appropriate to be used in the research.



APPENDIX C

EVALUATION FOR THE TEST FOR DIARY WRITING SKILL

GRAD VRU

Evaluation for the test for Diary Writing Skill

Guideline for evaluation

Introduction: The researcher is going to research on topic: “The Effect of Effective Teaching Method toward English Diary Writing Skill of Undergraduate Students in University of Management and Economics, Cambodia”, the purposes of this study are:

1. To develop a teaching method for teaching English diary writing skill to undergraduate students.
2. To compare the English diary writing skill before and after teaching by using the Effective Teaching Method for English diary writing skill and with the determined criteria (65%).
3. To find out the students’ satisfaction on Effective Teaching Method for English diary writing skill.

This is a questionnaire about the lesson plan evaluation about teaching English diary writing skill.

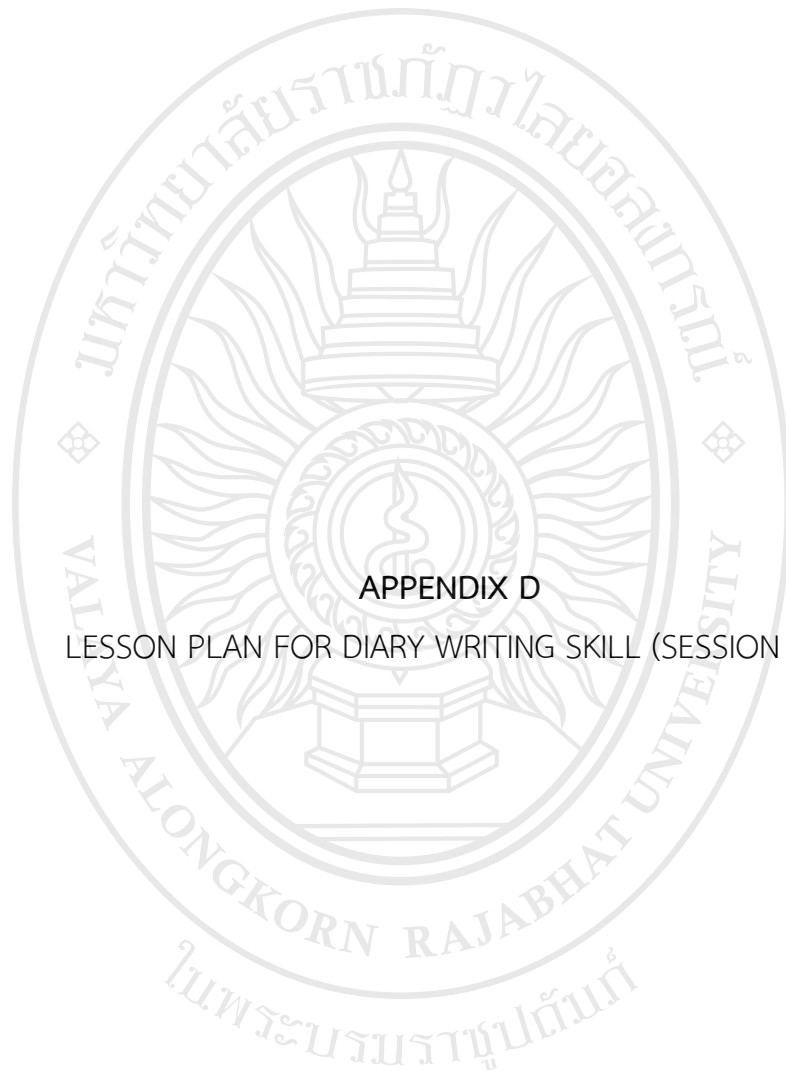
Please put a tick (✓) in the rating box (+1, 0, -1) the score to which the items appropriate according to your opinions with operational definition in this research.

- | | |
|--|-----------------------------|
| +1 means | the item is appropriate |
| 0 means | not sure |
| -1 means | the item is not appropriate |
| IOC = R/N | |
| IOC is the index of appropriateness | |
| R is the total scale from the expert’s opinion | |
| N is the number of expert | |

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Item	Experts						Total	IOC
	1	2	3	4	5			
Heading Part								
1. The heading part has adequate information.	+1	+1	+1	+1	+1	5	1	
Instruction Part								
2. Previous event or activities are appropriate for diary writing.	+1	+1	+1	+1	+1	5	1	
3. Writing at least 250 words is appropriate to students' level (Year II in university in English Teaching major).	+1	+1	+1	0	+1	4	4.8	
4. Doing prewriting and drafting in extra paper is appropriate for the test.	+1	+1	+1	+1	+1	5	1	
5. Unlimited time of writing diary is appropriate.	0	+1	+1	+1	+1	4	4.8	
6. The topic of the test (Write a diary about your previous event or activities) is clear enough and appropriate.	+1	+1	+1	+1	+1	5	1	
7. The instruction part contains adequate information.	+1	+1	+1	+1	+1	5	1	
Rubric (Criteria for writing evaluation)								
8. The score for each criterion is appropriate.	+1	+1	+1	+1	+1	5	1	
9. The topic sentence criteria is appropriate to the score.	+1	+1	+1	+1	+1	5	1	
10. Supporting details criterion is appropriate to score.	+1	+1	+1	+1	+1	5	1	
11. Organization and Transitions criteria is appropriate to the score.	+1	+1	0	+1	+1	4	0.8	
12. Style and Format criteria is appropriate to the score.	+1	+1	+1	+1	+1	5	1	
13. Mechanics criteria is appropriate to the score.	+1	0	+1	+1	+1	4	0.8	
14. the rubric is appropriate to use for dairy writing evaluation	+1	+1	+1	+1	+1	5	1	

Based on the formula used to calculate this ICO index ranked from -1 to 1.00 Items which had in index higher than or equal to 0.5 were reserved whereas items which had an index lower than 0.5 were modified (Sarantakos, 1997). To this research instrument, the figures of IOC are ranked from 0.08 to 1.00 This means that all the items are appropriate to be used in the research.



APPENDIX D

LESSON PLAN FOR DIARY WRITING SKILL (SESSION 01)

GRAD VRU

Lesson Plan for diary Writing Skill (Session 01)

Course: Academic Writing

Course Code: EAW201

Topic: Diary Writing Steps (Prewriting and Drafting)

Class: English for Teaching, Year II

Semester: 01

Year: 2016-2017

University: University of Management and Economics, Cambodia

Time: 3 hours

Teacher: Kim Peseth

Aim: Students will be able to understand diary and practice prewriting and drafting diary

Objective: At the end of the lesson students will be able to:

- 1) Understand diary definition and
- 2) Write prewriting and drafting for diary writing

Essential of Contents:

Diary writing is the writing which people write their daily activities and any special events in their lives. This kind of writing benefits people to remind their history and improve their English writing. Prewriting is the steps which writers jot down their ideas in order to get as many ideas as possible to produce writing. Drafting means the writers analyze and select the ideas which they get in prewriting to write the draft. Prewriting and drafting allow writers to easily start another step of diary writing.

Content:

- 1) Diary writing,
- 2) Prewriting: brainstorming, analyzing ideas, selecting ideas
- 3) Drafting: Write the first draft, Write the second draft

Evidence of Learning

- 1) Diary paragraphs
- 2) Exercise about diary writing
- 3) Individual working on dairy writing
- 4) Pair working on dairy writing

Evaluation:

- 1) Observation according to the behaviors of students
- 2) Questions about the lessons
- 3) Test related to diary writing

Materials for Teaching: Handouts, Lap top computer, Power Point slides, LCD Projector, Plain Paper.

Teaching and Learning Activities

No	Time	Steps	Teacher's activities	Students' activities	Materials for teaching
1	15 min	Pre-Teaching	<p>- Teacher introduces himself and tells students what teacher will teach within the next 15 hours.</p> <p>- Teacher asks students: Have you ever studied writing? Do you know what diary is? Do you write dairy? Do you know the steps for write a diary?</p> <p>- Teacher tells students that today they are going to study write steps. But in this session, they are going to study the first two steps in diary writing steps.</p> <p>- Teacher asks students, "Do you know about rewriting and drafting?"</p>	<p>- Students listen to teacher and welcome teacher.</p> <p>- Students answer the questions.</p> <p>- Students listen to teacher and take note.</p>	
2	35 min	Presentation of new language	<p>Teacher teaches:</p> <ol style="list-style-type: none"> 1. Definition of dairy writing 2. Prewriting: Teacher gives definition of prewriting using the PowerPoint slide. Teacher teaches students about brainstorming. Teacher explains to students how to analyze and select the ideas after brainstorming. 3. Drafting: Teacher explains to students the definition of drafting. Teacher explains about writing the first draft and the 	<p>- Students listen to teacher explaining the lesson.</p> <p>- Students take notes while they are listening to teacher.</p> <p>- Some students may ask the questions.</p>	PowerPoint Slides

No	Time	Steps	Teacher's activities	Students' activities	Materials for teaching
			second draft. Teacher gives example: Paragraph 01: My first day at college		
3	50 min	Practice	<ul style="list-style-type: none"> - Teacher asks the questions: What is diary writing? What is prewriting? What is brainstorming? How to analyze and select the ideas? What is drafting? - Teacher gives a topic to students and let them, "Paragraph 02: I visited the sea for the first time", and let them do prewriting (brainstorming, analyzing, and selecting ideas) and writing the first and the second draft in pairs. 	<ul style="list-style-type: none"> - Students answer the questions. - Students work in pairs to do prewriting (brainstorming, analyzing, and selecting ideas) and writing the first and the second draft 	Pieces of plain paper for students to write
4	70 min	Product	<ul style="list-style-type: none"> - Teacher give a topic (Your last holiday) to students to work individually to do prewriting (brainstorming, analyzing, and selecting ideas) and writing the first and the second draft. - Teacher give another topic (Your last birthday party) to students to work in pairs to do prewriting (brainstorming, analyzing, and selecting ideas) and writing the first and the second draft. 	Students work individually and in pairs to do prewriting (brainstorming, analyzing, and selecting ideas) and writing the first and the second draft.	Pieces of plain paper for students to write

No	Time	Steps	Teacher's activities	Students' activities	Materials for teaching
4	10 min	Wrap up	<ul style="list-style-type: none"> - Teacher makes a conclusion of what students have learnt that day (definition of prewriting and drafting), what students get from the teaching, and what might be the difficulties for learning. - Teacher asks some questions about the lesson in order to wrap up the lesson. “Why do we write prewriting? Why - Teacher give a home work to students, “Writing an event which made you happy in the previous time by using prewriting and drafting.” - Teacher says goodbye to students. 	<ul style="list-style-type: none"> - Students listen to teacher wrap up the lesson and take note some key points. - Students answer the questions. - Students say goodbye to teacher. 	



APPENDIX E

STATISTICAL RELIABILITIES OF RESEARCH QUESTIONNAIRE AND TEST

GRAD VRU

Statistical Reliabilities of Research questionnaire and test

Reliability of questionnaire

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.817	31

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a1	127.7333	63.099	0.553	0.805
a2	127.6667	64.299	0.319	0.812
a3	127.9667	63.275	0.390	0.809
a4	127.8000	62.303	0.399	0.809
a5	127.6667	62.713	0.471	0.806
a6	127.9000	65.266	0.270	0.814
b1	127.6333	64.723	0.306	0.812
b2	127.8667	64.326	0.358	0.811
b3	127.7667	63.289	0.433	0.808
b4	127.7000	62.286	0.571	0.803
b5	127.6667	65.333	0.247	0.814

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
b6	127.8333	65.247	0.160	0.820
b7	127.6667	65.747	0.164	0.818
c1	127.9333	65.306	0.200	0.817
c2	127.8333	64.075	0.337	0.811
c3	127.6667	61.609	0.580	0.802
c4	127.9333	68.754	-0.090	0.827
c5	127.8333	65.523	0.226	0.815
c6	127.9667	66.309	0.154	0.817
d1	128.0000	63.655	0.314	0.812
d2	127.9667	65.206	0.198	0.817
d3	127.9667	63.482	0.371	0.810
d4	128.0333	64.102	0.341	0.811
d5	127.8667	64.671	0.289	0.813
d6	127.7333	64.754	0.283	0.813
d7	127.7333	64.961	0.239	0.815
e1	127.7333	62.685	0.536	0.805
e2	127.9000	61.886	0.457	0.806
e3	127.5667	63.702	0.457	0.808
e4	127.8000	64.855	0.258	0.814
e5	127.6667	64.713	0.350	0.811

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Reliability of test

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.921	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	69.6667	36.092	0.863	.
VAR00002	70.1667	26.695	0.863	.

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T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.6667	30	12.31297	2.24803
	Posttest	69.6667	30	6.00766	1.09684

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	-.018	0.925

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-21.00000	13.79655	2.51889	-26.15172	-15.84828	-8.337	29	0.000



APPENDIX F
ONE-SAMPLE TEST FOR THE MEAN

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One-sample test for the mean

Here are the scores obtained from posttest.

75.00 75.00 70.00 75.00 70.00 60.00 65.00 65.00 70.00 60.00 80.00 65.00
65.00 80.00 75.00 75.00 75.00 60.00 80.00 70.00 65.00 65.00 75.00 70.00 65.00 75.00
70.00 65.00 65.00 65.00

1) Set:

$$H_0: \mu = \mu_0 = 65$$

$$H_1: \mu > 65$$

2) The value level of statistical significance

$$\alpha = 0.05$$

3) The sample $n = 30$ ($n < 100$), the formula below is used:

$$t = \frac{\bar{X} - \mu_0}{\frac{S}{\sqrt{n}}}$$

\bar{X} : Mean of the sample (69.66)

μ_0 : the determined criteria (65)

S: Standard Deviation (6)

n: The sample (30)

df: Degree of freedom (29)

$$\bar{X} = 69.66$$

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

$$S = \sqrt{\frac{1046.66}{29}} = 6.00$$

$$t = \frac{69.66 - 65}{\frac{6}{\sqrt{30}}}$$

$$t = \frac{69.66 - 65}{\frac{6}{\sqrt{30}}} = 4.24 \quad df = 29$$

Table of scores

X	\bar{X}	$X - \bar{X}$	$(X - \bar{X})^2$
75	69.66	5.34	28.5156
75	69.66	5.34	28.5156
70	69.66	0.34	0.1156
75	69.66	5.34	28.5156
70	69.66	0.34	0.1156
60	69.66	-9.66	93.3156
65	69.66	-4.66	21.7156
65	69.66	-4.66	21.7156
70	69.66	0.34	0.1156
60	69.66	-9.66	93.3156
80	69.66	10.34	106.9156
65	69.66	-4.66	21.7156
65	69.66	-4.66	21.7156
80	69.66	10.34	106.9156
75	69.66	5.34	28.5156
75	69.66	5.34	28.5156
75	69.66	5.34	28.5156
60	69.66	-9.66	93.3156
80	69.66	10.34	106.9156
70	69.66	0.34	0.1156
65	69.66	-4.66	21.7156
65	69.66	-4.66	21.7156
75	69.66	5.34	28.5156
70	69.66	0.34	0.1156
65	69.66	-4.66	21.7156
75	69.66	5.34	28.5156
70	69.66	0.34	0.1156
65	69.66	-4.66	21.7156
65	69.66	-4.66	21.7156
65	69.66	-4.66	21.7156
2090	2089.8		1046.668

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

$$s = \sqrt{\frac{1046.66}{29}} = 6$$



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VITAE

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