

CREATIVE, FUN, AND EFFECTIVE WRITING IN EFL CLASSROOMS

Irma Herawati, Tono Suwartono, Pipit Sri Mularsih

SMP Negeri 2 Padamara, Universitas Muhammadiyah Purwokerto, LB LIA Purwokerto

Abstract

“Writing is difficult”. That might be the most common expression when the students are asked to make a writing composition, especially an English language composition. Actually, writing is a challenging activity not only for the students but also for the teacher. From the students’ point of view, writing is about finding the idea, organizing it, making sentences, and constructing them into coherent paragraphs or essay. Unfortunately, the students have lack of vocabulary to write and motivation in joining writing class. On the other side, the teacher is struggling with how to make the students able to find the ideas, then build them to make a good composition. The teacher must empower many kinds of media and also methods as well as techniques to make the writing class fun and effective. Hopefully, by practicing those suggested methods and techniques the students writing ability can be significantly improved.

Key words: creative, fun, effective, writing, EFL

INTRODUCTION

When we talk about writing, it might be the secondary skill of humans after reading. It indicates how good someone's literacy is. Some writers say that writing is challenging yet difficult, so there is a claim that it could only be learned but it could not be taught. Farland (2019) states some people are born with specific writing. When we talk about writing, it might be the secondary skill of humans after reading. It indicates how good someone's literacy is. Some writers say that writing is challenging yet difficult, so there is a claim that it could only be learned but it could not be taught. Farland (2019) states some people are born with specific writing. Therefore, what can be offered as a writing instructor is inspiration.

Another nature of writing is that the product will remain eternally. How could it be? When someone's writing has been published, in hard-copy or soft file, it will be read by people and the messages are delivered. It will be more eternal if the author's words are cited or quoted by other writers.

The special thing that sometimes makes writing more difficult is that it is demanding. Once the author has written something then there will be another desire to write the other works. On the other hands, there are many topics to be discussed in terms of writing so that the readers can find out the literature they need. Therefore, it is demanding for the writers to write more and more as if the topics are never ending to be written.

In English as Foreign Language (EFL) context, writing is one of the skill should be master by the students besides listening, speaking and reading. However, for EFL students, writing might be the hardest skill to master. They have to deal with many things. Developing good grammatical sentences, using suitable diction, making the coherence paragraph are examples of difficult and stressful activities for them (Riswandi, 2018).

From the teachers' point of view, writing somehow got the impression as the most difficult skill to teach in EFL classrooms. Many teachers feel burdened when it comes to

teaching writing and consciously realize the challenges of how to teach it. Suwartono (2016) states one of the teachers' well-known roles in the classroom is as a facilitator. He or she should create conducive environment for the students to learn. Teachers' creativity might be the best answer for the problem. Creativity will make the teachers empower themselves to use any source, methods to make sure the students are fully engaged in the writing class. Once the students enjoy their writing class then it will help them develop their writing ability.

1. Issues of Teaching Writing in EFL classrooms

Teaching writing in EFL classrooms is claimed to be difficult by many EFL teachers. How could it be? From the teachers' point of view, writing can be burdensome in the class due to some factors such as 1) heterogeneity of students' writing competence due to their previous English exposure. Rarely be found EFL classrooms that have the same students' writing competency, since they have different exposures as their prior knowledge. Teachers often find some students are good or even excellent at writing while others are still developing their writing skills or have limited language competence compared with their classmates. To illustrate, students who like reading books, watching movies or videos, listening to English songs or podcasts, might have better performance in writing than those who do not. Additionally, different levels of writing skills will necessitate different methods from teachers. As a consequence, teachers are finding it difficult to design classes and create appropriate activities for their students; 2) students' minimum vocabulary mastery. It relates to the first aforementioned factor, which is that exposure has a big influence on students' vocabulary mastery. The more students have English exposure, the more vocabulary they know; 3) teachers' poor creativity in designing writing techniques. The typical method for teaching writing is for the teacher to provide a topic and the students to write a paper on it. It makes writing sounds not "tempting" for students. Whereas, teachers can mix it with up-to-date techniques which are appropriate with students' nowadays characters; 4) teachers' misunderstanding by switching teaching writing to teaching grammar. It often happens in EFL classrooms in Indonesia where the teachers focus on teaching grammar through writing. Obviously, it is not a mistake, instead of irrelevant context. Teaching writing for writing is different from teaching grammar through writing, which makes teachers focus on how to build sentences in the right grammatical structure rather than on how to convey ideas into writing; 5) teachers' unavailability in professional experience. The experience of the teachers varies according to their level of previous experience and training. It will take time for new teachers to get well-acquainted with their students. Teachers may only plan suitable activities if they are well informed about their student's skill levels and interests. Not only that, teachers will need more time to develop new materials, relevant lesson plans, suitable tasks, and give comments or reflections; 6) students' interest scarcity. Students are uninterested in writing since they need to be well-versed in a variety of topics in order to produce a quality piece of work. To produce a decent piece of writing, students must understand punctuation, grammar, vocabulary, spelling, and sentence structure (Rahayu, 2011; Ariyanti, 2016; Moses & Mohammad, 2019). Finally, but importantly, teachers themselves do not write or practice writing (Greene, 2020). Students will see their teacher as a role model. If the teachers write and show them how to write appropriately with good guidance, students will be more motivated by their teacher's work.

From students' point of view, writing is the most difficult skill for students because of some factors, those are: 1) students' limited vocabulary input. As we all know, language is

important in writing since it expresses ideas and serves as the foundation of excellent writing. Students often feel confused about how to say the words or expressions from their mother tongue to English. A strong language repertoire can assist students in communicating their ideas verbally or in writing. Therefore, students with little vocabulary can benefit from the use of an electronic dictionary and increased reading activities. In addition, teachers can provide more reading text as their exposure to get more vocabulary input. Students will not be able to write good phrases or paragraphs if they do not read extensively. This is due to the fact that reading and writing are inextricably linked; 2) students' anxiety of poor spelling. Possessing high spelling skills will lead to the beneficial acquisition of writing skills. If students are having difficulty with spelling, they will be unable to make progress. Therefore, teachers must promote spelling when teaching vocabulary (as well as pronunciation) to their students (Moses & Mohamad, 2019); 3) students' difficulty to combine ideas and information then develop it to be well-structured and coherent. It also requires a high level of accuracy in comprehending the text as the writing model, and it demands a good aptitude in using grammatical structures and vocabulary. If students do not read books or other reading resources, they will lack ideas and language for writing (Ariyanti, 2016; NgocAnh, 2019; Moses & Mohamad, 2019). Obviously, teachers must consider the students' competency levels in order to give appropriate writing lessons, exercises, and tasks for the students. To illustrate, if the students are children, writing words or vocabulary is still the main focus in order to avoid misspelling vocabulary. At a higher level, building vocabulary to sentence is the next part for students to master, and it considers sentence structures, content, vocabulary, punctuation, and spelling (NgocAnh, 2019). It then goes on to build sentences into paragraphs. The students need to consider content and ideas in this phase, where a higher level of thinking is required. In line with this, Ali and Ramana (2018) remark the phase of writing starts from copying, doing exercise, guided writing, and finally free writing.

Research conducted by Hidayati (2018) found that difficulties of teaching writing consisted of internal factors and external factors influencing teachers in EFL writing classrooms. Students' motivation and reading habits, students' mother tongue interference, and students' English competency (such as grammatical understanding and vocabulary mastery) are the internal factors. While the external factors are the class atmosphere, teaching aids, and time availability. Therefore, teachers must be aware of students' ability, know how much students' mother tongue influences them, use interesting teaching aids, and give more time in practicing before teaching writing.

2. Solutions

To promote fun and effective teaching writing in EFL classroom, there are some methods suggested are explained as follows:

2.1 Collaborative writing

Collaborative writing involves some students in doing their composition. They work together by sharing ideas, making a draft, organizing the ideas, revising it, and also editing the composition. Graham and Perin (2007) study showed that collaborative writing in which

students help each other had a strong positive impact on quality. In line with that, Latifah et.al (2020) underlines collaborative writing creates student-student-interaction which not only enhances students' writing skills but also improves their critical thinking as well as decision making, also makes them more creative. Based on the results, creative writing exercises increase students' writing skills and allow them to write more.

Adopted from Yarrow & Topping (2001) in Graham and Perin (2007), the scenario of using collaborative writing is that the teachers provide a theme for the students. Then the teacher makes a group consisting of a tutor and tutee. The tutor is selected from the student who has the highest achievement. The tutee is the student who has the low achievement. The tutor will help the tutee in the four steps of writing: planning, drafting, revising, and also editing. After the theme is selected, each group makes a draft and develops the ideas into a composition. Here, the collaboration is started. The tutor and the tutee will share an idea on how to organize the idea, select the suitable vocabulary, and revise the composition until editing it. The teacher monitors the activity by giving suggestions on the student's composition and making sure the collaboration runs well.

2.2 Group Dynamics Interaction

British Council mentions the interactions between learners in a group and the influence this has on how they work is referred to as group dynamics. In other words, group dynamics is needed as the consequence of doing collaboration. Therefore, it is suggested to use collaborative writing methods in EFL classrooms with group dynamics. Why is it so?

As a result of doing collaboration, it significantly enhances the complexity of the writing process. Group dynamics is also promoted since group members must coordinate numerous points of view, communicate ideas and points of view, perform checks and balances, and resolve disagreements. As people with varied personalities negotiate and handle the work at hand, the process is also influenced by social, cognitive, and procedural concerns (Fung, 2014).

Teachers can group or pair students in doing writing exercises or tasks in order to make them interact, do discussions, as well as make peer-correction. Another strategy to make sure the dynamics happen in the class is grouping creatively so that all the students can feel a different atmosphere of collaboration with their friends.

2.3 Integrated Learning

The stereotype of writing class is known as a boring class since the students just write and the class will be silent. Therefore, using integrated learning is suggested to assist teachers in killing boredom and engaging students in fun learning.

Maru et.al (2020) promoted combining writing and listening as an option in their study. Listening is considered a perceptual skill that helps children to comprehend information. Some scholars have characterized listening competence as a basic talent of language, hearing is a crucial activity for interpreting surroundings. Listening, like writing, is essential in numerous situations such as school life, interfamilial communication, and so on. People gain understanding abilities and improve their ability to express themselves in many areas as a result of listening. They underlined students' listening skills enable them to absorb the meaning of words as they are uttered, as well as respond to the speakers. Listening is the process of decoding audial information with the use of language; they further maintained that

when decoding spoken language by perceiving it, the listener turns the words inside discourse into a mental representation to gain meaning via parsing. This provides both the advantage and the problem of merging writing and listening; the ability to communicate and the ability to interpret; knowledge is acquired and then created.

Aljahdali and Alshakhi (2021) elaborate combining writing with other language skills like reading, listening, or speaking may help students in using the language communicatively. Additionally, combining reading and writing might have the same opportunity as combining listening and speaking. The text of reading can be the sample writing so that the students can have prior knowledge of what they are going to write.

RESEARCH METHOD

The article is non-research-based. It means that the manuscript is based on the authors' point of view and also a critical elaboration on the selected sources about the nature of writing, the challenges in teaching writing, and how to teach writing in fun, and effective ways.

RESULTS AND DISCUSSION

Techniques in Teaching Writing

As mentioned before, writing is a receptive skill that is considered as difficult either by the students or the teachers. Thus, the teachers should use many ways in teaching writing skills to overcome the problems. Here are some ways in teaching writing that can be applied in the classroom.

Inquiry Activities in Teaching Writing

Graham and Perin (2007) state that inquiry made the students attracted to the activities that help them expand the ideas and content for specific writing projects by analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence).

Subsequently, in inquiry activities, the teacher must create activities that provoke their students to develop the ideas in their composition. The activities can be guessing a thing, listening to sounds, examining pictures, and acting out dialogues.

The teacher chooses an activity to be done by the students. For example: guessing a thing. The teacher provides the thing to be guessed by the students. The teacher divides the students into small groups and gives explanations on how the activity will be done. After that, the teacher gives a clue about the thing and requests each group to ask a question about it. The question is dealing with the description of the thing.

Adopted from Hillock (1982) in Graham and Perin (2007) he then suggested the teacher list the groups' answers. The question-and-answer activity will last until the students can guess the mysterious thing. Each group makes a note of the other's group answer. Next, each group makes a draft and writes a composition based on the listed descriptions. The

teacher monitors the activity by giving suggestions on the student's draft. The students revised their composition in a group and presented their job. Lastly, the other group gives comments on their friends' presentations.

Using Photograph in Teaching Writing

The use of photographs will provoke the students' attention. It will also make it easier to get a vivid description of something. Subsequently, it will help the students in making compositions on something. Previous research on the use of photographs by Megawati and Alkadrie (2017) showed that there was a significant difference between the students who used a photograph and those who did not use it. The student who used a photograph got a higher score than those who did not.

Megawati and Alkadrie (2017) suggested the teacher set a theme on the composition. The teacher may provide some photographs dealing with the theme. The students choose the photographs based on their interests. Before the students make a composition, the teacher has explained the structure and the language use of the compositions. The students start to write their compositions based on the photographs selected. The teacher monitors the student's activity by giving them suggestions about their composition.

In addition, Harmer (2015) promotes the teacher to provide some photographs or pictures. The teacher divides the students into some groups and lets the group choose one of the pictures or photographs. The teacher asks each group to write a composition based on the selected pictures or photographs. The teacher monitors the group work and gives suggestions if needed. Each group presents their works and the other group has to guess what pictures or photographs are being described.

Using Blog in Teaching Writing

Nowadays, technology can be used as an aid in the teaching-learning process. The use of technology can attract the students' interest since they belong to "digital natives". Technology is inseparable from their daily life. In teaching writing, one of the applied technologies is by using a blog. According to Minaev (2021) blog is an online journal that displays information in chronological order. It is a platform where an author or a group of writers share their views on a personal subject. Based on the definition, blogs can be used as the media for the students to share their ideas in a written form using the technological device they have. Thus, they can do it whenever and wherever they want. Fageeh (2011) in Riswandi (2018) remarks on the benefit of blogs in teaching writing. The blog is easy to be used by the students as it has a simple interface. The students can maintain their content and also add the new one easily. They can also insert pictures, graphics, multimedia, video, and audio into their content.

Research from Putra, et.al (2018) found that blogs gave benefits for the students such as a blog is easy to use by the students under the teacher's supervision, writing becomes easier as the students can access it whenever and wherever they want using their gadget, a blog interests and motivates the students in learning English writing as they provide many features that can enhance the students' writing. The teacher gives an explanation about the blog and a tutorial on how to make a blog account and how to use it. The students practice making the blog account and using it. Then, the teacher explains the structure and language features of the composition. The students may post a picture on their blog and develop the composition based on the picture uploaded. They may enhance their writing using the features that the blog

provided. The teacher gives feedback on the students' writing on the blog in the comments section.

Using Comic in Teaching Writing

The use of comics can motivate the students in learning a language. The pictures and also dialogues in the comics can be an authentic source for valuable learning, especially in writing. The students can get ideas for their writing after they read it. As stated by Gomez (2014) the students sometimes get difficulties in writing because they lack ideas and comics can be the source of their motivation and ideas to write.

Kustianingsari and Dewi (2015) in Susilawati (2018) define comics are one effective teaching medium as they can captivate the students' motivation and tell the complete story briefly and clearly. It is also supported by the previous study by Susilawati (2018), digital comic was proven as an effective medium in enhancing the students' writing ability especially in writing narrative text.

Adopted from Gomez (2018) the teacher provides the students with a part of familiar comics or the students may bring their own. Then, the students are asked to make a description of the character personally and physically. After that, the students have to finish the story based on the comic strip. If they already know the end of the story then the teacher can ask them to make a new ending based on their imagination. The students can share their stories in front of the class. The teacher gives feedback to the students' works.

Using Music in Teaching Writing

The use of music in the classroom can help the students increase their creative thinking and also help them in arranging the ideas (Prouxl, 2018). Carter (2012) proves the advantage of using music in the classroom. He found that the music made the students' minds travel to fascinating and unforeseen places. In a nutshell, the use of music has a positive impact on the students relating to their writing ability.

In the classroom, music can be either as the background in the classroom or as a teaching medium. Carter (2012) remarks the music that can be the background of the classroom has these requirements; has no lyrics, and has not been heard before by the students. The sound of the music will let the students' imagination fly around and in the end, will give them inspiration about what to write.

Medina (2009) mentions as the teaching media, a song or a movie soundtrack can be used to help them develop their composition. Initially, the teacher provides some songs or movie soundtracks that tell a story (Country Western songs are suggested for this activity), a handout containing the first half of the song lyrics, and a slide about the handout. The teacher distributes the handout and presents the slide to the students. While presenting the slide, the teacher may ask the students about the new words from the song lyrics and discuss them with them. The teacher elicits the new words on the wall to help the students memorize them.

The next step is that the teacher plays the first song while the students read the song lyrics. The teacher may play the song twice. The teacher asks the entire class to collaborate about the end of the story based on the song played. The students write the sentences on the

board. After that, the teacher divides the students into a group of three or four and gives them a different handout. The teacher repeats the activity from presenting the slide, discussing the new words until playing the second song. The teacher asks the students to discuss the end of the story based on the song. The students share their stories with the other groups. Finally, each group gives comments about the other work.

Using Guided Writing in Teaching Writing

Agustianawati (2019) defines guided writing as a writing teaching-learning activity where the teacher gives guidance based on the students' needs. Guided writing can be applied at the three stages of writing; before the writing process, at the point of the writing process, and after the writing process.

At the first stage – before the writing process, guided writing is used to support the students in making a plan and draft of their composition. In the second stage at the point of the writing process, the implementation of the guided writing is to give constructive criticism and praise for what the students have done in their composition. At the final stage- after the writing process, the guided writing is implemented in assessing the students' work. It can be done either in pairs, group or individually (Department for Children, 2007).

The implementation of guided writing in teaching writing has many advantages: facilitate the teaching-learning of individual students, give the teachers a chance to observe and responds to the individual or group need, build the students' confidence, provide the opportunity for the teacher to expand and challenge the advance students or groups, motivate the students to participate actively in discussion about writing (Department for Children, 2007).

Research conducted by Dieni (2022) showed that the use of guided writing has improved the students' writing ability. Especially in constructing sentences and using the appropriate vocabulary. The application of guided writing also increases the students' motivation in learning writing. Besides, it also increases the interaction between the teacher and the students.

In the beginning, the teacher has to analyze the students' needs (grammar, constructing the sentence, developing the idea, and so forth). By doing this, the teacher will be able to group them based on their needs. In addition, the students are grouped based on their needs. After that, the teacher can discuss the text. It can be in the form of articles, poems, drama manuscripts, etc. the activity is done to make the students familiar with the text types. The next step is analyzing the text. The teacher can ask the students to discuss the structure, and also the language features of the text. Furthermore, the teacher and the students highlight the idea from the text being discussed. Then, the teacher does modeling. It can be done by making a draft of the text based on the structure of the text. The students participate actively in this process by sharing their ideas to complete the draft. The teacher showed the students how to organize the idea and develop it into a paragraph.

It is practice time. The students start to write their own compositions in a group. The teacher monitors and guides the students' work based on their needs. The teacher may give constructive criticism on the students' work. Finally, the teacher asks the students to do an assessment. It can be done either individually or in a group. The students check their plans, draft, revise, edit, and also proofread their work (Department for Children, 2007).

Using Videos in Teaching Writing

Videos can be used as the media to teach writing since it provides themes, genres, as well as inspiration. In line with this, Sianna et.al (2018) state using the video as part of education, a teacher may use it as additional material to present or elaborate on an issue or topic that is already part of the curriculum or is addressed in the students' textbook. They also underline the advantages of videos; it includes real-world linguistic input. With the use of films in the classroom, teachers may assist students in deducing the attitudes of the characters; it also provides cultural knowledge about the target language. They furtherly mention that rather than playing a protracted sequence that is likely to result in less active viewing on the part of your pupils, it is best to utilize a small (3 to 5 minutes) portion of the video completely and systematically.

From the videos, teachers can do many activities, such as a) recall vocabulary or ask unfamiliar vocabulary in the videos subtitle; b) ask students WH or Yes/No Questions related to the videos, it promotes students' focus on certain points; c) teachers can also do "Sound-Off" to ask students about the prediction of what might be said by the videos; d)take notes, which can be done individually or in groups to promote discussion, teachers can provide some questions related to the videos before asking students to take notes; e) pause the videos, to ask students predict what might happen in the next scenes.

Using Diary in Teaching Writing

The diary is a personal document that comprises information on personal experiences and events in a nonbinding writing style (free). The contents of the journal can be devoted to all types of feelings and experiences, whether joyful, sad, furious, pity, anger, love, and others. Because it is free, others cannot read the diary unless they have the author's permission (Supiani, 2016). A diary study is a detailed reflection on learning processes or teaching experiences that is recorded on a regular basis by a person and then examined to search for recurrent patterns or notable occurrences. In general, the usage of a diary increased both the teachers' and students' creativity and inspired students to learn to write. Thus, keeping a diary is one of the most efficient strategies for students to communicate their thoughts in writing since it allows them to recount previous actions or experiences.

Teaching writing through the use of a diary may be included in the small group discussion learning approach. Then, some activities can be implemented, those are: a) teachers pair students and asks students to tell the problems and give suggestions on paper then give it to the diary owner. ; b) teachers ask students to write letters based on the problem in the diary, give it to other students randomly and ask them to give a solution by replying to the letters.

Using Class Survey or "Find Someone Who" in Teaching Writing

Class survey or "Find Someone Who" techniques are good not only to boost students' performances in writing but also to promote integrated skills since they also use their listening, reading and speaking skills as well. They will do interviews, listen to other

people's answers, and write the answer. Sometimes, if the time is still available, teachers can do the following step such as writing the interview result individually.

Suggested by Iturain (2013), the following steps to apply class survey in teaching writing are as follows: 1) Teachers set the topic about what to ask (if the level is able to make their own questions with guidance) or provides paper contains of set of questions (if the level is still beginner); 2) Teachers check students' questions to be asked (spelling and pronunciation); 3) Teachers arrange who students will interview (it can be their classmates, other teachers, or other students from different class); 4) Teachers monitor students while they are doing interview (help students if they seem to have difficulties) and taking notes of interview's result; 5) Teachers ask students to write their interview result (it is optional).

Another technique to be applied is "Find Someone Who". It is a little bit similar to a class survey with some adjustments such as providing ideas or questions to be asked. The students will ask (mostly) in Yes/No Questions. They will mingle around their classmates to find who has done or did the following questions provided. To illustrate, the questions will be: 1) Have you ever gone abroad? 2) Have you climbed the highest mountain? Then, teachers can ask students to write sentences from the result.

Using Interview in Teaching Writing

Interview according to Oxford Learners' dictionaries is "a private meeting between people when questions are asked and answered." While Kosasih (2005) in Atin (2012) defines an interview as a way to collect data by asking direct questions to an informant or expert. Based on the definition, the interview can be done by a minimum of two persons by giving and responding to questions to collect information.

Suwartono (2021) suggests interviews as a creative and innovative way of teaching language. A previous study by Atin (2012) showed that the use of interviews is effective to increase the students' writing Narrative text. In teaching writing, interviews can be used to collect the data.

Zakiah (2014) proposes three ways of doing interviews in the classroom. First, the teacher shares the material which provokes the students' opinion. In pairs, the students are doing a role play one as the interviewer and the others as the interviewee to get the information on the theme. After that, the students take in turn their role in the interview. Dealing with a writing activity, the teacher asks the students to write the result of the interview individually and report it in front of the class.

In addition, Suwartono (2021) proposes an idea for interviewing activities in the classroom. Initially, the teacher divides the students into some groups based on their heterogeneity. The group decides the role of each member; the leader, the interviewer, the writer, and the video or audio recorder. The teacher informs the people that the students can be interviewed regarding their expertise, and what will be done before, during, and after the interview process. The students decide their own theme, the interviewee, and also the questions list. The interview process is conducted after school hours. In the next meeting, the teacher asked the groups to write the report of their interview activity and then present it in front of the classroom.

Using Graphic Organizer in Teaching Writing

Graphic Organizer (GO) is one of techniques that can be used by teachers in promoting visualizing the big picture and then divide it down into smaller, more particular concepts. It builds students' critical thinking in correlating one idea to another then constructing them into coherent writing form. GO technique employs a visual representation of knowledge that arranges information by organizing key parts of an idea or topic into a pattern using labels. Their primary role is to assist in the presentation of information in simple ways that show the organization and linkages of concepts. They furtherly emphasize students will be able to construct their story with a beginning, middle, and finish, as well as learn to pick words for their selected theme, using GO technique. Students may learn about the writing process in a fun way by using GO technique (Pratama, Rahmawati, & Irfani, 2017; Nurjannah, Hidayah & Nazar, 2020).

The following are the steps for employing a graphic organizer in the form of a story map: a.) The teacher chooses the topic to be written about. b.) The teacher introduces the graphic organizer that will be used and explains what it is and why it is beneficial in writing tasks. c.) The teacher offers an example of how to use a graphic organizer in writing. d.) The teacher invites the students to create the narrative map based on the topic provided by the teacher. f.) The teacher goes through the students' writing. g.) The teacher requests that students show their writing and create using a visual organizer have a conversation about the writing process in the shape of a story map (Nurjannah, Hidayah, & Nazar, 2020).

CONCLUSION

Writing is not a piece of cake either for the students or the teachers. Students find that writing can be a stressful and boring activity in the classroom. Hence, the teacher needs to use many methods, and also media in teaching writing to attract students. The use of the collaborative method makes the students actively engage and also work together in doing their composition. The use of media also has a positive impact on the students' motivation and interest. Some studies have shown that the use of media can increase the student's motivation and interest as it helps the students in getting the idea for their composition. Additionally, integrated teaching methods can be also a way to promote fun and effective writing in the class.

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