

EFFECTIVE WAYS OF TEACHING AND IMPROVING WRITING SKILLS

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Abstract. Among four skills of English, writing has been considered the most difficult skill to learn. This is because unlike the other three skills, writing is complicated and requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. In addition to being complicated by nature, the process of writing is demanding as well. Therefore, effective ways to teach writing in an easy way should be implemented in the classroom. As a consequent, the article deals with the implementation of free writing technique in teaching writing. The result of the research depicts that after the implementation of free writing technique, students could write essays effectively, their grammar, paragraph organization and vocabulary rose increasingly.

Keywords: writing, effectiveness, methods, to improve, to teach, free writing technique.

Introduction. There are many techniques can be used by teachers in teaching writing skill in the classroom. The technique is important. It is useful to help the teachers in teaching writing in the class. The teacher can improve students' writing skill with using techniques appropriate with the condition in the class. The aim of teacher used techniques for teaching writing skill is to develop students' writing skill and facilitate students in learning skill. This study is aimed to describe the technique used by teachers in teaching writing skill. In this study, the purpose of used technique for teaching writing skill made student active, creative, more understanding and motivate student to good writing.

Gerlach & Ely argue "The effective teacher has a multitude of techniques and must be prepared to select the ones which will be most efficient in leading the learner to desire terminal behavior". This statement is supported by Elbow, he states that the best way to improve our writing is to do free writing exercises routinely. It might do about three times a week for ten minutes later on perhaps fifteen or twenty [3, p.87-95]. Related to this statement, the writer used free writing technique to be applied in teaching writing especially in writing descriptive paragraph. The writer concluded that the aim of this technique was to help the students to be easy to get ideas and to give motivation for students such as always practice even though it just spends several minutes. Through this technique, the writer expected the students to be able to have a new side of thinking about a simple way which might help them to write easily.

Wardiman, Jahur, & Djusma explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind [5, p.128-136]. Descriptive writing or text is usually used to help

writer to develop an aspect of their work, e.g. to create a particular mood and atmosphere or to describe a place so the reader can create vivid pictures or characters, places, objects etc.

Free writing technique means students write whatever comes to their mind and their feelings. It can take students a lot of places. Free writing is a prewriting technique in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. This statement does not mean the students will not care to the elements of writing, such as good organization, spelling, grammar, and vocabulary. The students must pay attention to the elements because those are the most important things to understand in making a good writing. This technique purpose is that the students will be given a freedom to write everything that come in their mind and they will be easy to get their ideas which they will share in a paper, and then they will be given the direction how to make a good writing like as the elements of writing.

Hogue points out: Free writing is a way to get ideas. When you free write, you choose a topic, and then you sit down and write whatever sentences come into your mind about the topic, don't worry about grammar, spelling, or punctuation, and don't worry about putting the ideas in order [4, p.24].

Christenson states that free writing involves everything the student does before beginning actual task of writing, including background knowledge, generating ideas, and making plans for approaching the writing task. Also, it offers a student center activity that can be very beneficial for writing class [3, p.74-82].

Brown introduces these steps how to make a free writing: [1, p.350].

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
 - a. Write down everything that comes to your mind.
 - b. Do not judge your ideas.
 - c. Do not worry about your spelling and grammar.
 - d. If you run out of things to say, continue writing whatever comes to your mind.

Taking into account the above-mentioned definitions, it can stated the advantages of free writing technique, as follow:

- a. It makes you more comfortable about writing.
- b. It helps you get around your inner critic, the one telling you cannot write.
- c. It helps release inner anxiety.
- d. It helps you discover topics to write about.
- e. It helps you improve your formal writing.
- f. It is fun.

Now, it is time to analyse the results of students before and after the usage of free writing technique. Diagram 1 deals with the results of students before the use of free writing technique. Diagram 2 deals with the results of students after the usage of free writing technique.

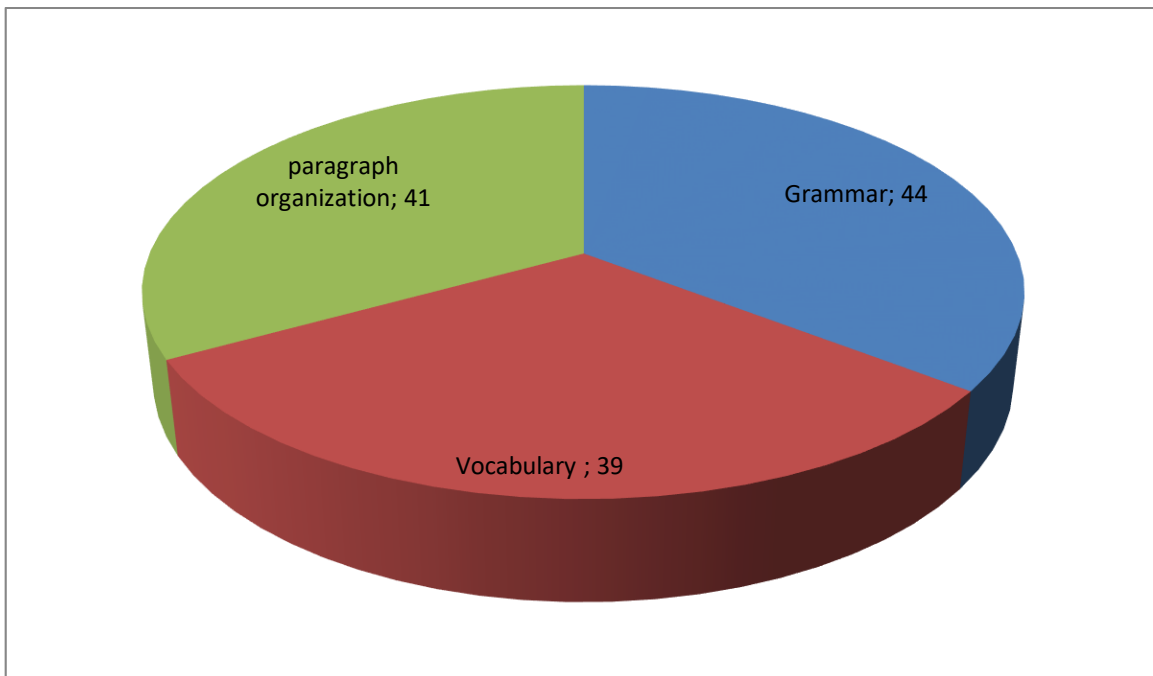


Diagram 1. The use of usual method

As can be seen from the chart, teaching writing through ordinary methods was not effective. Only 41% of students could write paragraph organization in correct way. As for vocabulary 39% of students could be aware to use vocabulary in writing process. As for grammar 44% of students could use grammar structures and rules in correct way.

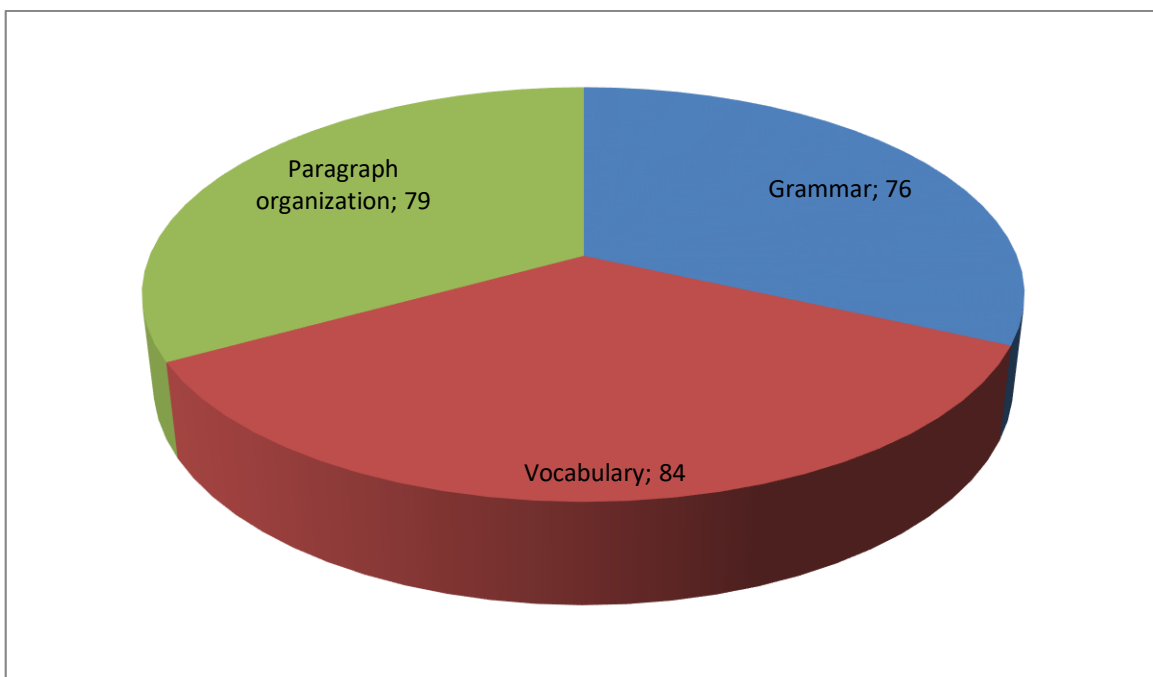


Diagram 2. The use of free writing technique

As can be seen from the chart, after the usage of the free writing technique the result of students in writing process increased highly. 79% of students wrote paragraph organization in effective way. While vocabulary reached to 84%, grammar rose up to 76%. This meant that the use of free writing technique is effective in teaching writing.

Conclusion. After conducting and analysing the research, it can be concluded that the use of free writing technique can improve the students writing skill in

writing descriptive paragraph particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar. It was proven after conducting the experiment taking into account the use of ordinary and free writing technique. Teaching writing through ordinary methods was not effective. Only 41% of students could write paragraph organization in correct way. As for vocabulary 39% of students could be aware to use vocabulary in writing process. As for grammar 44% of students could use grammar structures and rules in correct way. After the usage of the free writing technique the result of students in writing process increased highly. 79% of students wrote paragraph organization in effective way. While vocabulary reached to 84%, grammar rose up to 76%. This meant that the use of free writing technique is effective in teaching writing.

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