



Effective Strategies for Improving Writing Skills of Elementary English Language Learners

Saydullayeva Nasiba

Master's degree, Uzbekistan State World Language University

Umarov Bobir Norboyevich

UZSWLU senior teacher

Abstract

Writing activity is a challenging for elementary school learners. The numbers of students have different characteristics and learning styles in the learning process, so the teacher needs to find appropriate teaching strategies to maximize young language learners' skill particularly in writing. In line with those issues, the aims of this study are: 1) to identify the teaching writing process of elementary school students and 2) to explore the teaching writing strategies used by teachers for improving students' writing skill. In this article, the researchers use descriptive qualitative as a method of the research by observing the teaching process and interviewing teachers and students of UzSWLU. Findings and results of the study show the strategies which used by teacher in improving students' writing skill particularly English as a foreign language. In this case, teacher needs to use appropriate teaching strategies in teaching writing to meet the students' need, characteristics, and their learning styles.

Keywords: writing skill, young language learner, student's characteristics, learning styles.

Introduction

Writing is as important as speaking, reading, and listening in the modern era, especially in elementary school. Many students believe that writing has little impact on communication success, despite the fact that writing learning is one of the important values to have a broad relationship. Someone who understands and knows how to properly form their sentences has great confidence in their ability to learn the entire world to their advantage. Learning English in elementary school is essentially just a primer. The material taught, however, must be in accordance with the English learning curriculum. Of course, this writing learning cannot be taught normally unless teachers provide students with the appropriate strategies and methods. The purpose of this study was to explore the teaching strategies used by teachers in improving students' writing skills, especially English as a foreign language. Especially in grade 6 elementary school learning which really needs an effective strategy to support the improvement of English in students' writing skills.

It is necessary to have a strategy when compiling learning methods in delivering material to students in this teaching process so that students can understand and in accordance with the ultimate goal of learning. This article's research focuses on the teaching strategies used in grade 6 elementary schools to demonstrate what students have learned in English writing skills. One of the most important factors in the success of elementary school English learning is how teachers can develop effective strategies for improving English teaching, one of which is writing, and whether this method of teaching writing can improve students' motivation and writing skills. Writing skills are taught in order for students to be able to express their ideas, thoughts, experiences, and



opinions in correct way. Then according to researchers it is vital that writing is not simply producing in written form, it symbolizes a useful way of communication, creativity and critical thinking.

The choice of a teaching method or technique to be used in the classroom should be as appealing as possible and should be in accordance with the characteristics and age of the students. If the teacher's method for developing learning English is engaging, students will be more motivated and enthusiastic about learning the language, particularly in improving writing skills. According to Putra (2012), a teacher's teaching style includes their ability to 1) keep learners' motivation high or generate energy to learn in class, 2) deal with the issue of giving rewards and punishment, 3) establish rapport, and 4) use specific teaching techniques. The success of teaching English is that the teacher can be able to carry out activities and increase student motivation in learning. Marcellino (2008) also associated the failure in teaching writing to the following aspects: the teacher's class preparations, mastery of the discussed topics, teaching learning strategies, class size and allotment time.

Suriyanti and Yaacob (2016) also discovered that a lack of understanding of writing approaches and strategies contributed to the writing problem. Furthermore, in English writing instruction, teachers used the controlled composition approach as well as current traditional rhetoric (Ignatius, 1999; Latief, 1990; Sulistyaningsih, 1997). As a result, the application of teaching English writing is critical for teachers' creativity in designing an effective learning strategy that meets the needs of each student's characteristics. This difference in student characteristics is a compelling reason for teachers to devise and implement appropriate teaching strategies to maximize language learners' ability, particularly in writing skills, in order to achieve the ultimate goal of learning.

Theoretical Framework

The researchers had their own guidelines and goals for the learning process of students' writing skills in this study. The researcher believes that the interactive strategy in the deductive approach is very beneficial to students' writing skills development. This approach has been used and studied in basic learning in teaching by several teachers, and the deductive approach has been found to be preferred by the majority of students in several research studies. Students will interact and be more active during the learning process as a result of this approach. As a result, the researchers conducted this study to determine whether the teacher's method was appropriate and suitable for learning writing as the researchers anticipated. This framework explicitly takes into account the following:

1. A deductive approach to the English learning process can be used to help students improve their writing skills
2. Learners need to be actively involved in the learning process.
3. The more individual the teaching, the more effective the teaching.

This research is viewed from a deductive approach which is supported by a process-writing approach to increase the awareness of ESL students about the inappropriate use of informal language in academic writing. Teachers can also use procedures flexibly to determine goals and scope according to the needs of their students.

Method

In this article, the researcher employs a descriptive qualitative method to gather data on teacher teaching strategies used by grade 6 elementary school teachers in writing instruction at UzSWLU. With the problems in this study, appropriate data collection tools, namely the Interview Sheet, are



required to obtain accurate data in research. This interview sheet contains several lists of questions prepared by the researcher to learn more about the research.

Researchers interviewed teachers and several students about the learning methods taught in class for this study. During this interview, we asked several questions, including: 1) What method is used in class to teach writing? 2) Does the teacher have the right strategy to achieve student understanding in learning writing. 3) Is the method taught in accordance with the characteristics of students? 4) What are the obstacles that students find during the writing learning process. 5) The purpose of the teacher using this method in the writing learning process. 6) Does the teacher find improvement in students during the learning process in class.

Finding and Discussion

In some of the questions, the researcher discovered that the teacher uses a deductive approach in this teaching process. In a deductive approach, students are given explanations or grammar rules, for example, and then they make phrases and sentences based on these explanations or rules. Utilizing the new language As explained by the teacher, students are given several spellings of some vocabulary, from which they must construct a complete sentence using proper grammar.

The teacher also explains that they use an interactive strategy in this activity, in which the teacher invites students to take action and be active participants in the learning process. Interactive strategies not only benefit student learning growth but also benefit teachers to be able to know every characteristic possessed by students so that teachers can continue to develop learning methods and strategies that are suitable for students.

The collaborative writing method is appropriate for almost all elementary school students because children are active learners and thinkers (Piaget 1965), learn through social interaction (Vygotsky 1978), and learn effectively through scaffolding by more able others (Maybin et al 1992), who can be adults or peers. Collaborative and well-planned writing tasks foster an environment in which all of these characteristics can be fully utilized in the young learner classroom (Imaniah&Nargis 2017).

However, even with perfect methods and strategies, students face challenges during the learning process, as the teacher explains that some students require repetition to improve their writing skills. In the explanation, the teacher also found the number of children who looked passive during the learning process but they could do the exam perfectly, on this type of student the teacher realized that there were some students who really preferred to listen during the learning process rather than being invited to be active in the classroom. With these differences in characteristics, the teacher knows what things will be given to each student. The teacher also explained why they chose the collaborative writing method in this study, so that students can easily understand each material or teaching material that is delivered and later students can assemble a sentence independently. The teacher discovered that some students' writing skills improved using this method. Students are thought to be capable of accepting the method well during the classroom learning process.

The development of students in using this method also increased gradually; while there were no immediate significant changes, it was clear that students' writing abilities improved. Some students can even use proper grammar and are experts at expressing themselves or their ideas in written form.

Conclusion

The importance of strategies in improving writing skills in grade 6 elementary school students who use interactive strategies divided into two stages is the study's conclusion. 1) Provide some vocabulary to practice spelling and memorizing. 2) Practice writing sentences from the vocabulary



using proper grammar. According to the findings and results of this study, teachers' strategies for improving students' writing skills, particularly English as a foreign language, have increased in some students, but in others, special attention is required in improving writing skills, such as gradual training, in order to compose sentences correctly. . Teachers must also improve classroom management by implementing other media implementations based on student characteristics so that students can be motivated to learn. Although this interactive strategy can help some students improve their writing skills, teachers must also be able to balance the learning methods provided with the characteristics of the students so that students understand how to learn to improve their writing skills.

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