

Chapter Two

Literature Review

This chapter discusses the reviews on literature related to student teachers' strategies in teaching writing at one Private Islamic Senior High School in Yogyakarta. There are five important points in this chapter. The researcher mentions and provides the theory from previous researches of student teachers, strategy, method, and technique: the concept, writing skills, teaching writing, and strategies in teaching writing that relate to the research.

Student Teachers

Student teacher is the official and preferred title for all education students. Student teachers mean that teacher education is being pursued at the university level. According to Özbas (2015) student teacher is considered to be a process of becoming a teacher: a time of formation and transformation, into what one is doing, and who can become. Jackson, Simoncini, and Simoncini (2013) stated that one of the requirements for student teachers to graduate to the teaching profession is that they can demonstrate their abilities. Minor (2002) described that to be an effective teacher, a person should have sufficient knowledge, personal confidence, enthusiasm, communication skills, and management skills. Besides that, student teachers should be well prepared in strategy of teaching especially in teaching writing. Writing consists of many genres, thus the strategies used to teach writing will also vary. Student teachers have the opportunity to conduct internship program to be a

professional teacher in the future. So, that they can show and apply their strategies in teaching writing.

Strategy, Method, and Technique: The concept

Strategy. Franzoni and Assar (2009) stated that strategies can be defined as plans that are used to deliver lessons that consist of the teaching objectives and procedures planned in implementing the strategy. Researcher used the term strategy to implement good planning to do something. In addition Rusman (2010) said that strategy is thoughtful planning of something to achieve a goal. Teaching goals must be adapted to the needs and interests of students, while strategies must be used with good preparation to improve learning and make the subject matter useful.

Method. Method is a way done to deliver the materials from the teacher to the students (Andriyani, 2015). The English teachers should know the way how to deliver the materials well to the students. According to Anthony in Richards and Rogers (2001) method is an overall plan which have systematic step to deliver the materials consists of certain procedural of teaching.

Technique. According to Irma (2008) technique is the implementation of procedures that are actually needed in the classroom. Technique is almost similar to a trick that is commonly used to complete goals. Technique close related to the activities to do something. In addition, Hermawati (2013) argued that technique is class activities that are integrated into the lesson in teaching and learning.

Writing Skills

Writing is as fundamental language skill in the learning process which is important in human life. People use writing to communicate with other people and its form is more long lasting, as Elshirbini and Elashri (2013) said that “writing is a great importance because it makes information portable and last” (p.13). Hyland (2004) explained that writing is a way to communicate between people. It is a tool for communicating ideas or topics to others. Writing is actually a mutually beneficial process. The teacher can guide students to be able to express their views or ideas in written form. Wilson (2005) argued that writing could help learners to build confidence, whether expressing their own ideas and responding to the ideas of others.

According to Hossain (2015) writing is included as one of the productive skills that learners or student teacher should master in education. It is crucial as it gives students the opportunity to practice real-life activities in the classroom. Writing is one of the important skills in teaching that must be considered by both students and teachers. As the learners, they need to have the skill as a basic to ensure that the learning process run well. Waishing (as cited in Lounis, 2009) stated that writing is used to communicate meaning and must pay attention to the purpose of the writing, so that it will be meaningful and functional. Writing skill can be a media for every learner to succeed in academic studies or to advance in a job.

Ismail (2011) said that writing is a process that the author does to think, then compile and put the others ideas together. Negari (2011) states that in the context of academic learning, writing in a second language can be difficult because students do not know about writing ideas.

Teaching Writing

Teaching has an important role that is useful for the future. Teaching is not only about delivering knowledge but rather aims to change student behavior (Wilson & Peterson, 2006). The teacher has a responsibility in this process. Therefore, Nurjanah (2012) stated that the teacher must ensure students attain something from what they learn, so that it will be very useful for their future. Brown (2000) also stated that teaching can explain how to do something, provide instruction, guide in the study of a certain subject, provide knowledge, understand the knowledge, facilitate learning, enable learners to learn, and establish conditions for learning.

In this case, the teacher becomes a stake holder to implement the teaching and learning process. The teacher should comprehend more on what they have to deliver to their students. According to Brown (2001), the teacher is a facilitator for students who have the task of guiding students to use their writing skills by not forcing students' thinking. Teachers are expected to be able to realize their role in the development of students when writing. Hossain (2015) stated that teachers are required to have various teaching writing strategies. Furthermore, teacher's performance in helping students to write will determine the success of students in learning writing. Hossain (2015) added that in the process of teaching writing, the teacher helps students to write effectively, provides explanations and instructions that are easy to understand, and explains the steps of writing in order.

Nevertheless, teaching writing can be challenging. According to Javid and Umer (2014), the difficulty of teaching writing skill is due to the fact that it involves a comprehensive knowledge of grammar, vocabulary, style and others. Another

factor, Hiew (2010) said what makes teaching writing rather difficult and that writing is a complex skill and quite difficult to learn, is because it requires learners to be competent to write smoothly as the ideas flow through their mind.

There are several challenges faced by student teachers in teaching.

Andriyansah (2017) mentioned that method is one of the challenges in teaching writing. Andriyansah added that teachers should adjust the suitable methods for the students. The learning process will run well if it is supported by methods that suit the students. However, teachers now still do not use suitable methods to encourage their students in writing activities. Another challenge is that classroom activities cannot attract students' attention. Almubark (2016) argued that teachers do not use interesting methods for writing activities. The teacher asks to write without helping students in determining ideas. Sometimes, students feel confused when they have to work individually. Sungkawa (2017) stated that teachers often ask students to work individually rather than in groups.

Joia and Miri (2018) conducted research in writing and found that anxiety is one of the challenges in writing. This study found that there are several things that cause writing anxiety, such as that student rarely receive written feedback from teachers, a lack of reading and practice in writing. This provides an opportunity for the teacher to provide feedback regularly, helping students to check the grammar and familiarize students with reading a lot.

Strategies in Teaching Writing

Richards and Renandya (as cited in Andriyansah, 2017) said that there are four strategies in teaching writing namely cognitive, meta-cognitive, affective, and social. These four strategies can be used to improve students' achievement in learning writing. Cognitive strategies are activities that students use to understand input and gain knowledge to accomplish the task. Meanwhile, metacognitive strategies deal with students' knowledge in the learning process. For example, identify students' style preferences for their own learning, plan the task and evaluate the success of the task. Affective strategies are strategies that relate to emotions, feelings and values. For example, students read textbooks to develop positive attitudes toward reading material. Social strategies are strategies that the learners can take to interact with users of the language. For example, students often ask questions to the teacher and cooperate to work together with friends.

Johannessen (1995) proposed several strategies in writing. However, in this case he is specifying towards descriptive writing. Johannessen (as cited in Suriyanti and Yacoob, 2016) stated that there are several strategies in teaching writing. Those strategies consist of three processes which are free writing, during writing and post writing. The techniques of free writing process are brainstorming and mind mapping. Meanwhile, during writing includes the detailed description of the descriptive writing. The last is the post writing which includes the after-writing process such as revising and presenting the essay.

Writing skill is different from speaking and listening skills. Writing can be used as a tool to communicate in written form. According to Brown (2001), the

tendencies in teaching writing of ESL and other foreign languages to write is associated with teaching speaking and listening skills. Writing and speaking are called productive skills in which students produce language (Hossain, 2015). Harmer (2004) stated that students should pay attention to both what to write and how to write.

There are several strategies to produce a good writing. Students are guided to know more about how to write. Moreover, Harmer (2004) suggests some writing strategies in this case. The first is the way teachers get students to plan. Teachers should lead the students to plan about what they are going to write. Students can make an outline. Teachers could ask students to work in pairs or in group discussion rather than individually. In the discussion, they can discuss anything about their writing topic or content. Teacher can also lead students to think about the purpose of their writing. The second is the way teachers respond to students' writing. Peer response could be conducted by the teacher. It will be beneficial for the students because teachers would be able to talk to each student. It means that from these activities students will receive feedback on their writing. The other way is a reformulation given by the teacher to students. In this way, teachers write their own writing. It will be beneficial for students as a comparison with their work.

There are several steps of teaching English writing well. Harmer (2004) stated that there are five steps in teaching writing: The first step is demonstrating. In this stage, teachers give the examples of a type of text to the student. The teachers give the detailed explanation such as purpose, social functions, and grammatical features. Students understand the differences of each text types. The second step to go is

motivating and provoking. The teachers are provoking and motivating students to find the ideas in fun ways. Before entering class, the teachers should prepare well about what they will do in teaching writing. The third step is supporting. The teachers should be available when students need help in classroom. The fourth step is responding. Teachers should response to the students' works. The last step is evaluating. The teachers evaluate and give the score to the student's final product.

Murtiningsih (2016) proposed a type of teaching strategy called collaborative writing. Collaborative writing strategy is the kind that involves students to work together in pair or group in order to produce good writing (Murtiningsih, 2016). Furthermore, Reid (as cited in Murtiningsih, 2016) added that collaborative writing requires the ability of interacting with other students, taking risks when there are problems and embracing self-confidence, thereby increasing motivation to work in groups. To sum up, collaborative writing is a teaching writing strategy that aims to increase student interaction, motivation, and confidence to work together.

Zahara and Fatimah (2018) proposed a type of teaching strategy called games. A game is one of the strategies in teaching writing to senior high school students. In the implementation of games as a strategy in teaching writing, teacher used guessing games that involve students to work in groups and tried to answer a question which has been given several keywords that are related to the topic. This game helps English teachers to create fun and more interesting learning for students. The teacher should be well prepared on the strategy of teaching, such as preparing the video and the materials related to the topic.

Review of Related Studies

There are several previous researches related to student teachers' strategies in teaching writing. The study from Suriyanti, and Yacoob, (2016) aimed to find out about the Indonesian teachers' strategies in teaching descriptive writing. The study also aims to identify the effectiveness of the teaching intervention conducted by them. This study used observations, interviews and student writing. The subjects of this research are four teachers using the Spencer's Writing Model (2005) to enhance teaching of writing strategies. The data were recorded, transcribed verbatim and analyzed using thematic coding. The findings revealed that the teachers' lack of knowledge and understanding of the writing approach causes the strategies applied by the teacher to be very limited. The teachers implemented the process approach in teaching descriptive writing. The teacher used brainstorming, mind mapping and peer feedback during learning process. The finding can be used as a guideline for teaching writing for teachers to be able to use a variety of strategies.

Secondly another study related to this research comes from Andriyansah (2017) which aimed to find out students' problem in their writing skill. The study also aims to figure out the strategies used by teachers in teaching writing. This study use questionnaire and there are 107 students as the respondent. Interview was also used as one of the techniques to gain the information from the participant. The study also shows that teachers need to reflect on their actions and the consequence of those actions. The first findings revealed that there were some students' problems in writing such as that they felt difficult to express ideas and a lack of vocabulary. The second findings reveal that there are four strategies that are used in teaching writing,

namely cognitive, meta-cognitive, affective, and social. These findings can be used to improve students' achievement in learning writing. Lastly, it is suggested to the teacher to be able to use the strategies in the classroom called cognitive, meta-cognitive, affective and social.

In summary, those two previous related studies become the basic knowledge for the researcher in conducting this study. There are several similarities with this research, first is that both studies aimed to find out about the strategies that teachers use to teach writing. Second is the data gathering technique using interview. On the other hand, there are some differences in this study. The first is difference in focus of the research. Suriyanti and Yacoob (2016), aimed to find out about the effectiveness of the strategies used by the teacher. Andriyansah (2017) aimed to examine students' problems in their writing skill. This study is only focused on the strategy implemented by student teachers in teaching writing. The second is the difference in research design. Andriyansah (2017) conducted the research using quantitative design. The study does not use quantitative but rather qualitative design.