

**Teachers' Strategies in Teaching Academic Writing:
A Case Study at English Education Department of
Universitas Muhammadiyah Yogyakarta**

A Skripsi

Submitted to the Faculty of Language Education as a Partial Fulfillment of the
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Approval Page

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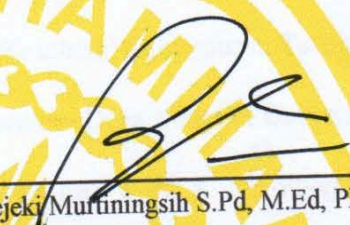
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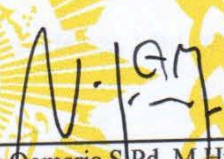
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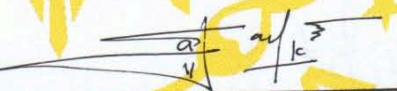
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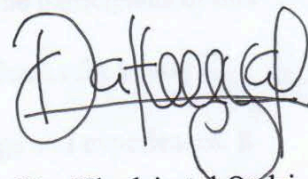
Statement of the Authenticity

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Declare that this *skripsi* with the title of “Teachers’ Strategies in Teaching Academic Writing: A Case Study at English Education Department of Universitas Muhammadiyah Yogyakarta” wholly is certainly my own work. Either others’ works or ideas that are quoted in this *skripsi* have referred to prevailing conventions of academic writing ethical principles. Hence, I am completely responsible for the entire content of this *skripsi*.

Yogyakarta, June 24th, 2016



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I consider that this *skripsi* has not perfect yet. For this reason, anyone is welcome to give constructive thoughts, comments, and critics tactfully in response to the enhancement of this *skripsi*. Finally, may Allah SWT gives rewards for their kindheartedness. Amen.

Sincerely,

Dalliya Khodzirotul Qudsi

Abstract

Academic writing, as one of writing genres in writing skill that is considered defining language learners' success in both learning and career promotion, is being paid close attention to teachers and students. As a result, it remains a challenging task for teachers to employ some strategies regarding how to achieve enhanced results in teaching academic writing. Besides, many obstacles commonly hinder the teaching process. This study aims to investigate teachers' strategies and the obstacles that were faced together with the solutions in teaching academic writing. The discussion is limited to *focus on text* and *focus on process* strategies. *Focus on text* strategies are teaching strategies which pay close attention to students' knowledge on some linguistic features including text type, rhetorical convention, academic register, and linguistic accuracy. While *focus on process* strategies are teaching strategies which tend to emphasize on some stages in students' writing process including pre-writing, planning, drafting, reviewing, and refinement.

This study was conducted at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). The research design was qualitative and it specifically employed case study as a research method. The data was collected by in-depth interview. Three EED teachers of UMY were taken as the participants of this study, and they were chosen based on some criteria. First, they were teachers who had been teaching an academic writing subject within not less than two years. Second, they asked their students to write at least one kind of academic writings. Third, they were accessible and willing to talk, discuss, share, and reflect their ideas, knowledge, experiences, and thoughts. Member checking

was done to prove the data validity. The gathered data was analyzed using open, axial, and selective coding.

The finding revealed that the strategies that were used by some EED teachers of UMY were teaching strategies that tend to focus on students' awareness and understanding on some linguistic features (including text type, rhetorical convention, academic register, and linguistic accuracy) and students' writing process (including pre-writing, planning, drafting, reviewing, and refinement). So, it indicates that the strategies used by some EED teachers of UMY refer to *focus on text* and *focus on process* strategies since they paid close attention on students' knowledge on some linguistic features and students' writing process during teaching academic writing. Another finding exposed that the obstacles that were faced by some EED teachers of UMY encompass five major problems. First, it was on students' linguistic development which can be coped with giving feedback, involving brainstorming, and motivating students. Second, it was on students' linguistic needs' diversity which can be handled by giving feedback. Third, it was on the physical setting of classroom which can be deal with involving quiz and discussion. Fourth, it came from teachers' time availability which can be coped with managing time better by teachers. Fifth, it came from the teaching focus division which also can be handled by managing time better by teachers.

Keywords: writing skill, academic writing, teaching writing, teaching strategies, focus on text strategies, focus on process strategies, process approach, text approach, obstacles and solutions.

Table of Contents

Title Page	i
Approval Page	ii
Statement of the Authenticity	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	viii
List of Figures	x
List of Appendices	xi
Chapter One: Introduction	1
Background.....	1
Problem Statement.....	6
Problem Limitation.....	7
Research Questions	8
Research Objectives	8
Research Significance	8
Research Outline	10
Chapter Two: Literature Review	11
The Concept of Writing.....	11
Process of Writing	12
The Concept of Academic Writing.....	13
Teachers' Role in Teaching Writing	16
Teaching Strategy	17
Strategies in Teaching Academic Writing.....	18

Common Obstacles in Teaching Academic Writing	23
How to Overcome the Confronted Obstacles	25
Review of Related Studies.....	26
Conceptual Framework	28
Chapter Three: Methodology.....	32
Research Design	32
Research Setting and Participants	33
Research Instrument	35
Data Collection Procedures	37
Data Analysis.....	38
Chapter Four: Finding and Discussion	40
The Concept of Academic Writing.....	40
Teachers’ Strategies in Teaching Academic Writing.....	42
The Confronted Obstacles in Teaching Academic Writing	59
How to Overcome the Confronted Obstacles	64
Chapter Five: Conclusion and Recommendation	71
Conclusion.....	71
Recommendation.....	73
References	76
Appendices	

List of Figures

Figure 1: Process of Writing	12
Figure 2: The Writing Process in Focus on Process Strategies.....	20
Figure 3: Conceptual Framework	31

List of Appendices

Appendix 1: Interview Guideline.....	1
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