Chapter Four

Finding and Discussion

This fourth chapter describes the findings which are intended to answer the research questions of this study. The findings are presented based on data gathered from the in-depth interviews. This chapter also provides further discussions which relate the findings to some references which have elaborated in the literature review chapter. There are four major findings revealed from this study based on the research problems addressed. First, it provides the concept of academic writing which was proposed by some EED teachers of UMY. Second, it describes the strategies used by some EED teachers of UMY in teaching academic writing. Third, it reports the obstacles faced by some EED teachers of UMY. Fourth, it reports the solutions in overcoming the confronted obstacles in teaching academic writing. Those four major findings are reported elaborately in response to answering the research problems.

The Concept of Academic Writing

To begin with, the researcher presents the concept of academic writing which was proposed by all of participants, in which they are Ms.Kate, Ms.Jane, and Mr.George. It was presented in the beginning of this finding chapter since it has close relation to the way they teach and deliver it to their students. Also, it was used to confirm that the concept proposed by both the researcher and participants is equal, so the information gained from the interviews is sufficient to answer the research questions. The participants were not asked specifically about it, but since this study focuses on strategies in teaching academic writing, they indirectly explained their perception on academic writing concept.

Ms.Kate, Ms.Jane, and Mr.George argued that academic writing is a genre of writing which has its own a set of requirements such as some specific linguistic principles, and it is also associated with some language features and knowledge such as vocabulary, spelling, and grammar. This finding is clarified by Oshima and Hogue (2007) and Bowker (2007) who defined academic writing as a special writing genre which has its own set of conventions. Here are the statements emerging from Ms.Kate, Ms.Jane, and Mr.George:

> "Indeed, the focus [of the subject] is on writing skill, then, there is *academic* term. So, I try to make the writings that will be produced by my students are *academic*, and *academic* itself implies that there are certain points that should be correct, that are in the grammar, structure, and meaning. So, the focus is on writing, which is how to make students be able to write academically, correctly, and appropriately" (Mr.George). "Indeed, academic writing is always lined by a lot of rules" (Ms.Kate).

> "Moreover, this is academic writing, and it's not a free writing. So, it indicates that it has to have a clear topic sentence and has to be supported by supporting sentences" (Ms.Jane).

This finding is also supported by Whitaker (2009) who confirmed that academic writing has two main principles. First, it comprises the context of how the content of academic writing should be like. The first main principles encompass six linguistic ethics including clear purpose, clear point of view, single focus, logical organization, strong support, and clear and complete explanation. Second, it includes the context of some important ethics that also define academic

writing quality. The second main principles encompass four supporting ethics including audience engagement, effective use of research, correct APA style, and effective writing style.

To sum up, this finding showed that the concept of academic writing which was proposed by both the researcher and participants is same since it has deep relation with the concept that has reviewed in the second chapter. This means that the information on strategies in teaching academic writing that had gathered in the in-depth interviews is sufficient and appropriate to answer the research questions of this study.

Teachers' Strategies in Teaching Academic Writing

The main issue that the researcher explored in this study is dealing with the discussion on strategies in teaching academic writing and it is limited to *focus on text* and *focus on process* strategies as proposed by Coffin et al. (2003). Therefore, these second findings are divided into those two parts.

Focus on text strategies. This part explains the findings and discussions that refer to teaching strategies used by some EED teachers of UMY in which it tends focusing on students' awareness and understanding on some linguistic features including text type, rhetorical convention, academic register, and linguistic accuracy. Each linguistic feature is described as follow:

Text type. The interview result indicated that Ms.Kate and Ms.Jane focused on students' knowledge on text type during teaching academic writing. Here are their statements:

"So, in this class, the genres [text type] which are learned by students are genres that require them to synthesize and analyze such as *compare-contrast, cause-effect,* and *argumentative"* (Ms.Kate).

"There is *an argumentative writing, a descriptive writing, recount, report,* and some kinds of that" (Ms.Jane).

Besides, Ms.Kate explained the benefit of introducing and discussing those kinds of text to their students. Here are her statements samples:

"I think those genres [compare-contrast, cause-effect, and argumentative] can be used as a guide and basic knowledge when they [the students] write a *skripsi* later. Later, compare-contrast will be very fruitful even until they write a *skripsi* such as how they can compare theories. Then, cause-effect is for explaining cause-effect and identifying problems emerged from a case happened. Lastly, argumentative relates to how they can ensure that their idea is supported by theories; it closely refers to how they can express arguments properly and deal with pro and contra" (Ms.Kate).

Furthermore, this study revealed that Ms.Kate and Ms.Jane had their own ways to make their students understood those text types. Ms.Kate preferred using writing process concept, while Ms.Jane preferred using group discussion and presentation. This finding is confirmed by Feez (1998) and Hyland (2002) as quoted by Barkaoui (2007) who proposed that *focus on text* strategies encompass introducing, discussing, examining, demonstrating, and practicing the text type targets. Similarly, this finding is in line with Coffin et al. (2003) who explained that in teaching writing, teachers are required to pay close attention on students'

understanding on text type basic structure, characteristics, as well as how to write it correctly. Here are the statements coming from them that refer to this finding:

"The process [of teaching text types] will be same [with teaching an essay], which is starting from brainstorming, outlining, drafting, then, self-editing, peer-review, teacher-review, refinement, and then I will give score to their [the students] final draft" (Ms.Kate).

"There is group presentation, and after they present, there will be a discussion such as asking and answering questions session. Then, from what have presented, they already knew the kind, structure and function of the text, because genre has its own structure and it is the important one. Afterwards, I will give the real example of the text and explain *these sentences are part of bla bla bla, so these sentences are about bla bla bla* [the structure and characteristics]. At the end, it is compared on the differences between the text and the text that had discussed before" (Ms.Jane).

In addition, this study found that Ms.Kate and Ms.Jane provided *e-learning* as supporting media to teach text types. This is confirmed by Harmer (2001) who affirmed that teachers need to act as resource during teaching writing. This means that teachers need to provide some supporting teaching media and sources in order to make the teaching and learning process become more effective and enjoyable for students. It also means that they need to tell students that they are available and ready to see students' work progress, and then offering advices

and suggestions constructively and tactfully. Here are the statements samples emerging from them that refer to this finding:

"Then, I will ask them to post [the text type writing] in Padlet so I can save their work and monitor their writing progress" (Ms.Kate).

"I have an online class, I give them link *execute,* link about text. For instance, we [the teacher and the students] are learning a descriptive text, and then I'll give them link, so that they can see the real example of the descriptive text" (Ms.Jane).

This finding showed that Ms.Kate and Ms.Jane used teaching strategies that tend to focus on students' awareness and understanding on text type during teaching academic writing since they assisted and facilitated their students to understand the structure, characteristics, as well as how to write the text type target correctly. Thus, it can be concluded that some EED teachers of UMY who had been teaching academic writing focused on text type.

Rhetorical convention. The interview result showed that Ms.Kate and Ms.Jane used teaching strategies that tend focusing on rhetorical convention during teaching academic writing. This means that teachers consider assisting students to avoid plagiarism and supporting their ideas using some evidences and logical reasoning. The following statements indicate this finding:

"I always accentuate to students that *you are not allowed to do plagiarism*, and in the beginning of the course, we [the teacher and the students] have learned on how to do paraphrasing in writing, including how to do

referencing. So, later, when they [the students] write an individual essay, I

will ask them to include references" (Ms.Kate).

"Then, in relation to academic writing, about plagiarism, I also explain to

them, at least they have to cite and include references" (Ms.Jane).

This finding is clarified by Coffin et al. (2003) who described that during

teaching writing, teachers are required to guide students on referencing rules and

supporting arguments. Those statements indicated that Ms.Kate and Ms.Jane used

teaching strategies that tend focusing on students' awareness and knowledge on

rhetorical convention since they asked their students to include references and

avoid plagiarism. Hence, it clearly shows that some EED teachers of UMY who

had been teaching academic writing focused on rhetorical convention.

Academic register and linguistic accuracy. The data gained indicated that

Ms.Kate, Ms.Jane, and Mr.George used teaching strategies that tend focusing on

academic register and linguistic accuracy during teaching academic writing. This

finding is supported by Coffin et al. (2003) who confirmed that teachers need to

focus on academic register and linguistic accuracy while teaching academic

writing. This means that they are required to focus on a range of linguistic aspects

such as formality, sentence structure, specialist terminology, spelling and

grammar accuracy. Formality refers to the use of technical such as capitalization

and punctuation. Sentence structure comprises conjunction, transition mark,

coherence, and cohesion. Specialist terminology refers to preeminent vocabulary

(Coffin et al., 2003). Here are the statements coming from them:

"[Focusing on linguistic aspects] it's something like ideas that have to be mutually linked, and it closely relates to the appropriateness of the conjunction used. Then, there is essay structure, the students have to aware on it, in which they have to begin with introduction which includes introduction, attention driver, and thesis statement. Then, it also comprises how they develop idea to be in line with the topic sentence. It deals with how we [the teachers] make them [the students] aware on those rules" (Ms.Kate).

"I see [the students' writing] from the most basic ones of the academic writing [requirements], those are capitalization, punctuation, and spelling, then, the coherence and cohesion of the content, I usually see the conjunction and transition mark, for example, when they wanted to oppose but they used *in addition,* and it doesn't match. I also see *do the aspects in a paragraph is fulfilled?* So, a paragraph should contain of a topic sentence, supporting sentences, and conclusion. And I also see the grammar" (Ms.Jane).

"Those three points are the main problems. First, the appropriateness of vocabulary used like it should be *take medicine* and not *drink medicine*. Second, the accuracy of grammar and the last one is the coherence and cohesion of the paragraph. So I cope to two different things, the first is grammar, and the second is how a paragraph is developed such as the structure, the meaning, as well as the coherence and cohesion" (Mr.George).

On the contrary, this study revealed that Ms.Kate was permissive on grammatical errors, and she preferred to employ a priority scale since she believed that grammar mastery is a process, as stated in the following statements:

"Indeed, I tend to be permissive enough for something like grammatical errors, because I think that they will have a learning process such as when they read, they will get language input on grammar" (Ms.Kate).

"[Than too focus to grammar] I also need to apply a priority scale. I think at least the students can fulfill the minimum requirements such as the structure and logical order" (Ms.Kate).

To conclude, Ms.Kate and Ms.Jane used teaching strategies which tend paying close attention on students' awareness and understanding on some linguistic features as included in *focus on text* strategies namely text type, rhetorical convention, academic register, and linguistic accuracy. While Mr.George used teaching strategies which tend focusing on students' knowledge on only two linguistic features that include in *focus on text* strategies namely academic register and linguistic accuracy. However, the teaching strategies that were used by them actually were strategies that tend focusing on students' awareness and understanding on some important linguistic features as included in *focus on text* strategies. They also purposefully explained, discussed, demonstrated, and practiced to and with students on those linguistic features. Thus, it indicates that some EED teachers of UMY who had been teaching academic writing used teaching strategies that tend focusing on students'

awareness and understanding on some important linguistic features as included in *focus on text* strategies.

Focus on process strategies. This part explains the findings and discussions that refer to teaching strategies used by some EED teachers of UMY in which it tends focusing on some stages in students' writing process during teaching academic writing. Those stages encompass prewriting, planning, drafting, reviewing, and refinement. Those stages are described as follow:

Prewriting and planning. This study revealed that Ms.Kate, Ms.Jane, and Mr.George used teaching strategies that included prewriting and planning stages through asking their students to do brainstorming, mind-mapping, and outlining before writing an academic writing. Here are the representative quotes from them:

"There is in the writing process, it begins with brainstorming first and then outlining" (Ms.Kate).

"And then they are doing brainstorming. Usually I use mind-mapping, so they can develop their idea in a paragraph" (Ms.Jane).

"And for paragraph, I make this, I forget the term, [remembering], oh mind-mapping. It is used for developing a paragraph. Then, they try to brainstorm on ideas that might be needed to develop the main idea" (Mr.George).

Besides, as stated by Ms.Jane and Mr.George, those stages benefit the students themselves. These advantages are exposed in the following statements:

"[Brainstorming and mind-mapping] are used to make the idea clear. For instance, *if the topic sentence is bla bla bla, then, the supporting details should be bla bla bla*. Then, it is also used for facilitating them in creating a well-structured paragraph and appropriate with the title and idea. As well, those are used for developing ideas" (Ms.Jane).

This finding is in line with Coffin et al. (2003) who confirmed that brainstorming, mind-mapping, and outlining are needed to be involved in teaching academic writing since brainstorming can help students in developing ideas, and mind-mapping and outlining can help students to organize and highlight ideas. Additionally, this study found that Mr.George provided direct feedback when he monitored brainstorming and mind-mapping process, so he can directly helped students to develop the idea. This finding is clarified by Harmer (2001) who declared that in teaching writing, teachers need to act not solely as a language instructor, but also as a feedback provider. The following statement indicates this finding:

"In the middle [of brainstorming and mind-mapping process], I walked surrounding my students, so if I found an idea that couldn't be developed to support the main idea, then I have to ask them to replace it" (Mr.George).

Based on Ms.Kate, Ms.Jane, and Mr.George statements that are listed above, it strongly indicates that some EED teachers of UMY used teaching strategies that involved prewriting and planning stages since they asked their students to do brainstorming, mind-mapping, and outlining before writing an

academic writing. So, it can be reiterated that some EED teachers of UMY who had been teaching academic writing involved prewriting and planning stages to students' writing process since those are perceived as stages that can help students in generating and developing ideas to be a well-structured paragraph.

Review. Based on the data gathered, Ms.Kate, Ms.Jane, and Mr.George used teaching strategies that purposefully delivered feedback to students' work. The feedback given was diverse. It can be written, oral, and classical feedback. This finding is supported by Harmer (2001) and Coffin et al. (2003) who declared that in teaching writing, teachers are required to act as a feedback provider in order to meet students' needs and weaknesses. The following statements indicate this finding:

"Because this is writing, so, the students submit their writing to me either printed or through e-learning. So, they send me their paper, and I give a written feedback for the students' writing. So, it is more on the written feedback" (Ms.Jane).

"It is written and oral [feedback]. Written is usually given individually, so I usually give them feedback on their writing, and I give back to them in the next meeting. Then, if there was an activity in class such as mind-mapping, personally I gave feedback like *this one is incorrect, and mind-mapping that you make should be like this.* Then, if there were general mistakes, I explained it in classical context" (Mr.George).

Additionally, Ms.Kate, Ms.Jane, and Mr.George described the benefit of giving feedback to their students' work. As mentioned in the following representative statements:

"So they know their weaknesses in writing and the most important point is they can improve from the feedback given and not repeat those mistakes. I also believe that when they were given feedback, they will be more motivated. They will happier to finish their tasks rather than they were only given a lot of assessment [without given feedback]" (Ms.Jane).

"The fact is I know my students' writing look like. Since I read their work, so I know in which level they are and what are their weaknesses and strengths" (Ms.Jane).

This finding is clarified by Bilal et al. (2013), Xiao (2007), Fowler, Aaron, and Okoomian (2007), Fadda (2012), and Giridharan (2012) who argued that giving feedback is one of promising techniques to deal with students' lack of linguistic competences. In spite of teachers' review, this study discovered that Ms.Kate also included self-check and peer review as the additional feedback for students' writing. She believed that those kinds of feedback can positively assist students in writing process. This finding is supported by Coffin et al. (2003) who explained that both of teacher and peer review are needed to be done in order to guide students in revising their work. As mentioned in the following statements:

"Then there will be a review process. There are three kinds of review. First, self-check review. Second, peer-review; this means that their peer or friend will give them comments. Then, the students should refine based on

the feedback given. After that, it [the students' work] is submitted to me, and I also will give feedback as a guide for them to do final refinement" (Ms.Kate).

Also, Ms.Kate explained clearly the checklist components of each review process which are perceived as part of the important linguistic aspects that need to be learned by students. As described in the following quote:

"The components [of self-check, peer, and teacher review] comprise language, content, and organization. Language encompasses grammar, spelling, vocabulary, and mechanism. Content comprises essay structure such as introduction, body paragraph, and conclusion. Organization tends to how they [the students] organize the idea, how they can cite references properly, and also transition of marker, conjunction, and logical order" (Ms.Kate).

Furthermore, Ms.Kate described that both self-check and peer review benefit students in training critical thinking and interpersonal skills since they were required to identify work of others and express their opinions well. This is clarified by Coffin et al. (2003) who declared that peer review benefits students not solely in improving the writing performance, but also fostering the critical thinking development. Here is Ms.Kate's quote:

"And proofreading refers to critical thinking, because they need to be careful in identifying and deciding whether their friend's work is appropriate with the rules or not. So, they are also required to give a good feedback. This means that they also learn interpersonal skills on how to

express argument using polite language. That's why I like to ask them to

do peer-review" (Ms.Kate).

As well, this study discovered that the feedback was given in all of students' writing processes, including in the assessments. As identified in the following representative statement:

"The assessments comprise sentence, paragraph, and essay. So, I'll give

feedback to the sentence, then there is feedback for paragraph, and the last

is feedback for the paragraph draft, and then for essay" (Ms.Jane).

To sum up, this study revealed that some EED teachers of UMY who had been teaching academic writing used teaching strategies that included review stage to students' writing process by providing written, oral, and classical feedback. Besides, this study found that one of them involved self-check and peer review as the additional feedback since it is perceived can drill students' critical thinking and interpersonal skills.

Prewriting, planning, drafting, reviewing, and refining. Based on the data from in-depth interviews, Ms.Kate, Ms.Jane, and Mr.George used teaching strategies that included some stages including prewriting, planning, drafting, reviewing, and refining to students' writing process. As stated in the following statements samples:

"In teaching [academic writing], I teach them using writing process

principle, which is in writing process, it begins with brainstorming first,

then outlining, drafting, it is the first draft, and then from the first draft

they come in to review process, then refinement, this means that they review and refine their writing to get a final draft" (Ms.Kate).

"I will ask the students to decide what title they are going to use or have. So, they decide the title based on the topic that they are interested in, and then they are doing brainstorming. Usually I use mind-mapping, so they can develop their idea in a paragraph. After they make the mind-mapping, that's the draft, and after the draft, they start to develop their paragraph, and then, I give feedback for their draft. And then they continue, they refine from my feedback, and then they create an essay" (Ms.Jane).

"And for paragraph, I make this, I forget the term, [remembering], oh mind-mapping. It is used for developing a paragraph. Then, they try to brainstorm on ideas that might be needed to develop the main idea" (Mr.George).

"It is written and oral [feedback]. Written is usually given individually, so I usually give them feedback on their writing, and I give back to them in the next meeting. Then, if there was an activity in class such as mind-mapping, personally I gave feedback like *this one is incorrect, and mind-mapping that you make should be like this.* Then, if there were general mistakes, I explained it in classical context" (Mr.George).

The statements coming from Ms.Kate, Ms.Jane, and Mr.George clearly showed that they used teaching strategies that focused on students' writing process since they included some stages to students' writing process. This finding is confirmed by Coffin et al. (2003) who stated that *focus on process* strategies

primarily highlight on the stages that are involved to students' writing process. It is also in line with Harmer (2004) who explained that in teaching writing, teachers are required to focus on processes of writing since it can assist students to perform better in writing. Those stages encompass prewriting, planning, drafting, peer or teacher reviewing, and refinement in which most of them were involved by some EED teachers of UMY in teaching academic writing. This indicates that they used teaching strategies that focused on students' writing process in teaching academic writing, and it can be stated that they used *focus on process* strategies in teaching academic writing.

Additionally, Ms.Kate mentioned that the cycle of those stages in writing process depends on situation and condition. This is clarified by Coffin et al. (2003) who argued that the fundamental principle of *focus on process* strategies is an iterative process. This means that the cycle of stages in the writing process can be recursive depending on students' needs such as re-planning, re-drafting, re-reviewing, and re-editing. As stated in the following statement:

"In which between processes of drafting, revising, refinement, until final draft, the cycle depends on situation and condition" (Ms.Kate).

Based on the data gained, the researcher found that Ms.Kate and Ms.Jane had similar teaching strategies, in which both of them used in which both of them used teaching strategies that preferred to divide their students in group work first before giving individual assessments during teaching an essay or text type. They certainly had some reasons of defining their students to work in a group first

before working individually. Here are the statements samples that indicate this finding:

"But in this first process, I still do it through grouping. They [the students] do brainstorming in a group and then they do outlining, it is also still in a group. Then, they create an essay, it is also still in a group but each student has a responsibility to make and develop a paragraph" (Ms.Kate).

"Then, after it [group work on essay], they go to individual essay, in which I hope that they already learned writing process in preceding stage, but I keep monitoring and assisting them. Still, we do brainstorming together, and then outlining, drafting, but we already come in to text types. Then we [the teachers] will see, the students that active in a group work usually will produce an enough well-structured paragraph when they write an individual writing" (Ms.Kate).

"I usually use group discussion, so they are grouped. Then, they discuss and brainstorm on how to make a well-structured paragraph with their friends. So, by group discussion, they will get the descriptions that make them easier [to make a good paragraph]. After they were accustomed and understood, later, the last assessment is individual assessment" (Ms.Jane).

The first statement emerging from Ms.Kate indicates that she certainly ensured that each student had her/his own responsibility even she made them to work in group. So, they did not depend on their friends, but they tried as much as possible. Besides, this study revealed that Ms.Jane decided the topic of the academic writing that will be written by students was based on students' interest

since she believed that it can help students to develop the idea. This finding is in line with Fowler, Aaron, and Okoomian (2007) who declared that giving freedom to students in expressing ideas can help them to perform better in academic writing. The following statement indicates this finding:

> "In the beginning we [the teacher and the students] have an agreement in deciding the topic and it was based on their interest. Because I believe that when the students like the topic, they will be freer in writing, and they also will have more idea to be written. It will facilitate them to develop an idea" (Ms.Jane).

In summary, the statements emerging from Ms.Kate, Ms.Jane, and Mr.George clearly showed that they used teaching strategies that focused on students' writing process since they included and paid close attention on some stages to students' writing. This finding is confirmed by Coffin et al. (2003) who stated that *focus on process* strategies primarily highlight on the stages that are involved to students' writing process. It is also in line with Harmer (2004) who explained that in teaching writing, teachers are required to focus on process of writing since it can assist students to perform better in writing. Those stages encompass prewriting, planning, drafting, reviewing, and refinement in which most of them were involved by some of EED teachers of UMY in teaching academic writing. This indicates that they employed *focus on process* strategies in teaching academic writing.

The Confronted Obstacles in Teaching Academic Writing

This part reported some obstacles that were faced by some EED teachers of UMY in teaching academic writing. The obstacles encompass five major problems including students' linguistic development; students' linguistic needs' diversity, the physical setting of ELT class, the teachers' time availability, and the teaching focus division. Those obstacles and the solutions are described as follow.

S**tudents' linguistic developments.** This study revealed that Ms.Jane and Mr.George faced some obstacles regarding students' lack of linguistic competences in academic writing. Those are the statements samples:

"I think that they [the students] still face the difficulties on developing ideas and making a paragraph with other paragraphs is coherent and cohesive so that it [the discussion] doesn't far ranging" (Ms.Jane).

"And I think not only developing ideas, probably on vocabulary, they still face difficulties on it. Then, the grammar is still [incorrect], sometimes when they have to use past tense, but they still use present tense, or sometimes both of them, or the subject-verb agreement, sometimes the subject is plural but the verb is for singular. Perhaps, they actually knew it, but since they too focus on writing, so they forgot" (Ms.Jane).

This finding is clarified by some experts, including Bilal et al. (2013), Lai (2010), Gilchrist and Brown (2011), and Fadda (2012) who described that teachers commonly face some difficulties on students' linguistic competences during teaching academic writing. Bilal et al. (2013) pointed out obstacles on spelling and grammar accuracy, and sentence structure which has no coherence

and cohesion. Lai (2010) defined obstacles on students' failure in delivering a clear focus of a paragraph and using the language rules properly, and students' limitation in expressing ideas and thought. Fadda (2012) highlighted obstacles on students' grammar mastery including on subject-verb agreement and students' skills in using appropriate vocabulary and phrases. Gilchrist and Brown (2011) mentioned obstacles on students' low writing skill and students' limited skill in critical thinking. In addition, this study found that Ms.Kate, Ms.Jane, and Mr.George frequently confronted obstacle on students' tendency to repeat the same mistakes. Here are the statements samples which refer to this finding:

"The obstacles are, for example they have given feedback, but they repeat it [the mistakes and errors]" (Ms.Jane).

"Well, for instance, I identify the student X has his own weaknesses tendency on bla bla bla, so I treat the student and I ask him to practice again and again, but after twice even treble I explain to them, sometimes they repeat and remake the same mistakes and errors" (Mr.George)

In addition, Ms.Kate argued that students' lack of linguistic competences became a challenge for her. Considering that each student has different ability might has a positive effect since it can make her to be more patient in assisting students in writing process. The following statement indicates this finding:

"I don't think that students' competence is an obstacle, but I tend to consider that it is a challenge for me because I believe that each person has their own intelligence and strength" (Ms.Kate).

To sum up, it can be restated that some EED teachers of UMY who had been teaching academic writing confronted obstacles on students' linguistic development.

Students' linguistic needs' diversity. The data gathered indicated that only Mr.George who faced the difficulty on students' linguistic needs' diversity. This means that he confronted the obstacle on dealing with individual own capability and needs. This finding is confirmed by Olson and Land (2007) who stated that teachers might face an obstacle on students' linguistic needs' diversity. Here is his statement that indicates this finding:

> "For instance, there is a student that can't make a correct reference sentence, for example, the student cannot determine the verb is using s/es or not. Then the next student cannot make a good plural noun form. So I can't treat them in the same way" (Ms.George).

Then, it can be concluded that only some EED teachers of UMY who had been teaching academic writing that confronted the obstacle on students' linguistic needs' diversity.

The physical setting of ELT class. The interviews resulted the finding that only Ms.Kate who faced the obstacle on the physical situation of ELT class. As described in the following statement:

> "If I [face an obstacle], it clearly happens as a result of the great amount of students. So I state that the obstacle is more on the big-sized class. Because I think that a writing class properly consists of only 15 to 20

students, 20 are quite a lot. Actually an ideal language class has to contain of only 10 to 15 students, it is the ideal one" (Ms.Kate).

It is clarified by Xiao (2007) who highlighted that big-sized class become one of frequently obstacles faced by teachers in development and great-quantity population countries like China and Indonesia. In summary, there was only some EED teachers of UMY who faced the obstacle on the physical setting of ELT class in teaching academic writing.

Teachers' time availability. On the other hand, out of what have reviewed in the literature review chapter, this study revealed that Ms.Kate, Ms.Jane, and Mr.George faced the obstacle on time availability as a result of big-sized class. Also, this was happened since they need to give a lot of attention to check and give feedback on their students' writing assessments. Here are the representative quotes coming from them:

> "I tend to see it [the obstacle] on my time availability, then, as I talked before, the size of class which is quite big. So, I have to check for about 120 to 130 students' work [from four classes] at once, [laughing: hehe], and there is a lot, [laughing: hehe]" (Ms.Kate).

> "Then the obstacle that I confront is on feedback, so, it can be fruitful but on the contrary it takes a lot of time to give feedback" (Ms.Jane).

> "For me, the obstacle is on proofreading [the students' work]. So I deal with a lot of words and I need to see every sentence, every line, and sometimes it is very tiring" (Mr.George).

Besides, Ms. Kate explained that she faced the obstacle on time availability since she also had other tasks to do as a lecture with an additional duty. As stated in the following statement:

"Then, my profession as a lecturer requires me to do other tasks out of teaching, I also need to do a research, become a practicum supervisor, then, run the cantor, and I also have to, you know take care of my family. So, this means that my time become fewer to pay attention on learning process. This means that I need to manage and divide my time" (Ms.Kate).

Therefore, it can be reiterated that some EED teachers of UMY who had been teaching academic writing faced the obstacles on time availability.

The teaching focus division. Another finding revealed that Ms.Jane faced the difficulty on dividing a teaching focus. As the following quote describes:

"I have a difficulty on dividing between I have to teach genre, but on the other side, I also have to focus on students' writing improvement" (Ms.Jane).

To sum up, it can be reiterated that there were five difficulties that were confronted by some EED teachers of UMY who had been teaching academic writing. First, the obstacle comes from students' lack of linguistic competences. Second, it comes from students' linguistic needs' diversity. Third, it comes from the physical setting of ELT class in development and great-quantity country like Indonesia. Fourth, it comes from EED teachers of UMY time availability to review the students' work. Fifth, it belongs to teachers' difficulty in dividing a teaching focus.

How to Overcome the Confronted Obstacles

In response to some findings on the obstacles that were confronted by some EED teachers of UMY in teaching academic writing, this study also discusses the findings on some techniques used by them to deal with those confronted obstacles. Those techniques encompass five major solutions. First, it was giving feedback as the solution for dealing with the obstacles on students' linguistic development and students' linguistic needs' diversity. Second, it was involving brainstorming as the solution for overcoming the obstacles on students' linguistic development. Third, it was motivating students as the solution for dealing with the obstacles on students' linguistic development. Fourth, it was involving quiz and discussion as the solutions to deal with the obstacles on the physical setting of ELT classroom. Fifth, it was managing time better by teachers as the solution for handling the obstacles on teachers' time availability and the teaching focus division.

Giving feedback (as the solution for dealing with the obstacles on students' linguistic development and students' linguistic needs' diversity). Based on data gathered, it was found that Ms.Kate, Ms.Jane, and Mr.George delivered feedback to students' work in order to meet students' lack of linguistic competences in academic writing. This finding is identified from the following statements samples:

> "So they know their weaknesses in writing and the most important point is they can improve from the feedback given and not repeat those mistakes. I also believe that when they were given feedback, they will be more

motivated. They will happier to finish their tasks rather than they were only given a lot of assessment [without given feedback]" (Ms.Jane).

"Then I give feedback, for instance on the grammar, spelling, capitalization, punctuation, and the content on its coherence and cohesion, conjunction, transition marker, and the structure. I give feedback, so they are aware with their weaknesses on it" (Ms.Jane).

This finding is clarified by Bilal et al. (2013), Xiao (2007), Fowler, Aaron, and Okoomian (2007), and Fadda (2012) who described that facilitating students in either inside or outside classroom through giving feedback can be one of techniques in catching students' lack of linguistic competences in academic writing. Besides, this is also supported by Giridharan (2012) who claimed that students essentially need teachers' feedback since it is crucial for enhancing better content, structure, and overall language proficiency.

Additionally, this research found that each participant had different ways of providing feedback. Essentially, they had their own reasons of using those particular ways in giving feedback. As described in the following quotes:

"So usually, to be honest, since I only have a limited time and there is a lot of students that I should give them feedback, so I prefer to do a cortege consultation [students consult their work face to face and one-on-one to the teacher by turns]" (Ms.Kate).

"Consultation method as I talked before [cortege], so I can see their work detail enough and I can directly interact with students. So, they know their mistakes such as *what they need to do or include,* rather than just by writing, I mean [rather than] I write the comment bla bla bla" (Ms.Kate).

"Because this is writing, so, the students submit their writing to me either printed or through e-learning. So, they send me their paper, and I give a written feedback for the students' writing. So, it is more on the written feedback" (Ms.Jane).

"It is written and oral [feedback]. Written is usually given individually, so I usually give them feedback on their writing, and I give back to them in the next meeting. Then, if there was an activity in class such as mind-mapping, personally I gave feedback like *this one is incorrect, and mind-mapping that you make should be like this.* Then, if there were general mistakes, I explained it in classical context" (Mr.George).

Those listed quotes clearly showed that Ms.Kate preferred providing feedback through face to face and one-on-one consultation, Ms.Jane preferred giving written feedback, and Mr.George preferred delivering written, oral, and classical feedback on students' work. However, those ways of delivering feedback actually refers to the same objective, which is to catch students' weaknesses in academic writing and help them to refine and perform better in academic writing. In conclusion, some EED teachers of UMY who had been teaching academic writing delivered feedback as one of the solutions for addressing the obstacles on students' linguistic development and students' linguistic needs' diversity.

Involving brainstorming (as the solution for dealing with the obstacles on students' linguistic development). Another finding revealed that Ms.Kate and Ms.Jane included brainstorming to help students in creating a well-structured paragraph. So, the obstacles on students' linguistic development can be handled

well. This finding is supported by Bilal et al. (2013) who declared that involving brainstorming can facilitate students in developing idea. The following statements refer to this finding:

"In the beginning, there is grouping. So I give a chance for them [the students] to decide the topic or theme through brainstorming in whole class discussion" (Ms. Kate).

"I usually use group discussion, so they are grouped. Then, they discuss and brainstorm on how to make a well-structured paragraph with their friends. So, by group discussion, they will get the descriptions that make them easier [to make a good paragraph]. After they were accustomed and understood, later, the last assessment is individual assessment" (Ms.Jane).

Thus, it can be reiterated that some EED teachers of UMY involved brainstorming as one of the solutions for dealing with students' linguistic development in teaching academic writing.

Motivating students (as the solution for dealing with the obstacles on students' linguistic development). This study discovered that Ms.Kate motivated students in order to support them to be more independent in overcoming their weaknesses in academic writing. So, the obstacles on students' linguistic development can be minimized since the students were motivated to be more independent in catching their lack of linguistic competences. This is in line with Harmer (2001) who confirmed that in teaching writing, teachers need to act not solely as a language instructor, but also as a motivator. As stated in the following quote:

"Then, for students who have lower ability [in academic writing], I can

give motivation to support them" (Ms.Kate).

Hence, it reiterates that some EED teachers of UMY motivated students to

be more independent in catching their weaknesses in academic writing so the

obstacles on students' linguistic development can be minimized.

Involving quiz and discussion (as the solution for dealing with the

obstacles on the physical setting of ELT classroom). Another finding revealed

that Ms.Kate and Ms.Jane involved quiz and discussion to engage classroom

audiences. So, the obstacles on the situation of big-sized class can be handled

well. This finding is supported by Bilal et al. (2013) who declared that involving

quiz and discussion benefit teachers in engaging class audiences. The following

statements refer to this finding:

"Then, to engage the students in the class, it can be done through

discussion, so they can pay attention more through it" (Ms.Kate).

"I usually use group discussion, so they are grouped. Then, they discuss

and brainstorm on how to make a well-structured paragraph with their

friends. So, by group discussion, they will get the descriptions that make

them easier [to make a good paragraph]. After they were accustomed and

understood, later, the last assessment is individual assessment" (Ms.Jane).

In addition to group discussion, this study also revealed that Ms.Jane

provided quiz as the technique to make students keep engaged, so the obstacles on

the classroom situation can be handled well. This is clarified by Xiao (2007) who

declared that providing varying contexts for students to practice is good for

addressing students' difficulties in academic writing. The following statements refer to this finding:

> "So, there is also group discussion, and then I'll give them questions related to the passage, related to the text, so they keep engaged" (Ms.Jane)

> "So, it [group discussion and quiz] is for reading and writing [practice]" (Ms.Jane).

Thus, it can be reiterated that some EED teachers of UMY involved quiz and discussion in response to dealing with the obstacles on the physical setting of ELT classroom.

Managing time better by teachers (as the solution for dealing with the obstacles on teachers' time availability and a teaching focus division). In relation to the difficulties on teachers' time availability and teaching focus division which were faced by Ms.Kate, Ms.Jane, and Mr.George, managing time better was proposed as the technique to dealing with those obstacles. It was the only choice for them to deal with those technical obstacles. The following statements refer to this finding:

> "I think I have to, you know like managing my time better" (Ms.Kate).

> "For me, for feedback, I unlikely have to make available a day for finishing feedback. So, for instance, I have to arrange my time to read and give feedback for their [the students] work" (Ms.Jane).

In addition, Ms.Jane mentioned that she decided to arrange the time allocation during teaching in order to balance the focuses on both students' text type comprehension and students' writing improvement. As stated as follow:

> "So, [the plot] is between delivering materials, explaining the text types, giving examples, making them understand, then, after it they [the students] begin to write it down" (Ms.Jane).

Hence, it can be summarized that there were five main solutions proposed by some EED teachers of UMY in relation to dealing with the obstacles that were faced during teaching academic writing. First, it was giving feedback as the solution for dealing with the obstacles on students' linguistic development and students' linguistic needs' diversity. There were some kinds of feedback given such as written, oral, and classical. Second, it was involving brainstorming as the solution for overcoming the obstacles on students' linguistic development. Third, it was motivating students as the solution for dealing with the obstacles on students' linguistic development. Fourth, it was involving quiz and discussion as the solutions to deal with the obstacles on the physical setting of ELT classroom. Fifth, it was managing time better by teachers as the solution for handling the obstacles on teachers' time availability and the teaching focus division.