CHAPTER II

LITERATURE REVIEW

This chapter presents theories and explanations of English Teacher Strategies in Writing Activities at the Eighth Grade of Junior High Schools at Kembayan Sub-district.

2.1.The Nature of Teaching Strategies

A strategy can be interpreted as a plan of action or activities designed to achieve a particular set of goals. According to Orlich, Harder, Callahan, Trevisan, and Brown (2017), a strategy in teaching refers to the deliberate and purposeful actions taken by teachers to support student learning and achievement. Strategy generally involves setting objectives, determining actions to achieve those objectives, and mobilizing resources to carry out those actions. Meanwhile, teaching imparts knowledge, skills, values, and attitudes to others through instruction, training, or education. It involves creating an engaging, supportive, and effective learning environment and using various teaching strategies to meet student's diverse needs and learning styles. Teaching means engaging the students to facilitate their understanding and knowledge. Therefore, a teacher needs to know the subject matter and how students learn and transform them into active learners.

Teaching strategies can be interpreted as activities designed by the teacher to help the students learn and achieve particular learning objectives. It involves considering the students' needs and abilities and making deliberate decisions about the methods, materials, and resources used to support their learning. As

stated by Tomlinson (2014), teaching strategies aim to create a positive and effective learning environment, engage students in meaningful learning experiences, and promote student growth and development. The teacher uses teaching strategies to present course material that keeps students engaged and allows them to practice various skill sets. The teacher may choose the teaching strategies depending on the unit's topic, the grade level, the number of students, and the materials available in the classroom.

In addition, Crawford, Mathews, Makinster, and Saul (2005) stated that developing communicative competence requires realistic interaction among the students. The strategies used by the teacher are expected to help the students participate actively in the classroom activity. In this case, the teachers should consider the subject matter and the needs and abilities of students in choosing suitable strategies for writing activities. The teacher is generally expected to identify the students' background and help the students become more independent. Thus, the role of the teacher is essential due to the quality and their relationship with the students.

2.2.Kinds of Teaching Strategies

Incorporating various teaching strategies can help create a dynamic and engaging learning environment and support student success by meeting the needs of all students. Effective teaching strategies also require ongoing assessment, reflection, and adaptation as the needs and abilities of students change over time. Different teaching strategies can be applied to writing activities in various ways, depending on the teacher's goals, the student's needs,

and the learning environment. According to Oxford (2017), strategies are divided into two major classes: direct and indirect. Direct and indirect strategies are both essential and mutually supportive in many ways.

2.2.1 Direct Strategies

Direct strategies are the strategies that include the target language directly. They are helpful to the students to help them store and recover information and help to understand and utilize the new language. The strategies involve the process of mental language acquisition supported by three groups of strategies that are processed differently for different purposes. The three group strategies of direct strategies are memory strategies, cognitive strategies, and compensation strategies.

2.2.1.1 Memory Strategies

A memory strategy is used to enhance and improve the ability to remember information. It helps the students generate, understand, store and acquire new information. As stated by Oxford (2017), in writing activities, memory strategies can help students retain and recall important information and skills related to writing, such as vocabulary, grammar, and writing processes. Some memory strategies might be applied to writing activities:

1. Repetition: A teacher might have students repeat writing activities and skills, such as summarizing, outlining, or self-reflection, to help reinforce and improve memory.

2. Visualization: A teacher might have students create visual aids, such as concept maps or mind maps, to help students see relationships and connections between writing concepts and skills, improving their ability to recall information.

Thus, incorporating memory strategies into writing activities can help students remember and retain critical information and skills related to writing, promoting more profound understanding and improved writing performance.

2.2.1.2 Cognitive strategies

A cognitive strategy is used to improve thinking and problem-solving skills. In the context of writing activities, cognitive strategies can help students improve their writing skills by promoting critical thinking, problem-solving, and creativity. Besides, Hardan (2013) stated that cognitive strategies are steps or operations used in problem-solving that require direct analysis. The strategies help the students correctly manipulate the target language or task by using all their processes. Several cognitive strategies might be applied to writing activities are:

1. Repeating Strategy

   The repeating strategy is a teaching strategy that involves repeating information in order to improve memory and recall information. Scrivener (2011) stated that the repeating strategy could be an effective tool for students to improve their writing skills by reinforcing their understanding of the task and allowing them to

practice and refine their writing. The teacher's role in using the repeating strategy is to provide guidance, support, and feedback to help students develop their writing skills through repeated writing activities. In writing, the repeating strategy means students practice forming sentences in a note from copy example from a textbook. This strategy helps the students learn the best way to revise their writing. It is often helpful if students see a dialogue sample. Students write based on the existing dialogue, copying how each letter and word is written. This can make students more careful about sentence structure and vocabulary.

2. Translation Strategy

In general, translating means transferring information from one language to another without altering the concept or meaning of the original language. According to Oxford (2017), translation strategy helps students use logical thinking, grammar rules, and vocabulary in the new language. Therefore, the translation strategy is a teaching strategy that involves converting information from one form to another in order to understand better and remember the information. The translation strategy can be applied in writing activities by translating from one language to another. Students can be asked to translate written language from one language to another, which can help them improve their language skills and reinforce their understanding of the target language. The teacher's role in using the

translation strategy is to provide guidance, support, and feedback to help students develop their writing skills through translation activities.

Thus, incorporating cognitive strategies into writing activities can help students improve their writing skills by promoting critical thinking, problem-solving, and creativity.

2.2.1.3 Compensation strategies

Compensation strategies are used to overcome challenges or difficulties in learning and performance. According to Hardan (2013), compensation strategies help students write in the target language even when their vocabulary is limited. The strategies allow the students to use the target language comprehensively and be productive. In the context of writing activities, compensation strategies can help students who struggle with writing to be successful and engage in the writing process. For example, the students who have difficulty explaining something in the language being learned can use definitions or translations in words to continue the language process. Several compensation strategies might be applied to writing activities according to Oxford (2017) are:

1. Selecting the Topic Strategy: Students are allowed to keep writing long enough to get sustained practice. The teacher can use this strategy to determine the topic of the student's writing. In this case, the students will only focus on one predetermined topic

2. Scaffolding: A teacher might provide students with scaffolded writing activities, such as graphic organizers or writing frames, to help them overcome organization or idea-generation difficulties.

Thus, incorporating compensation strategies into writing activities can help students who struggle with writing to be successful and engage in the writing process.

2.2.2. Indirect Strategies

Indirect strategies help the students learn a new language without indirectly involving the target language. They are helpful in language learning situations and apply to writing. Indirect strategies are divided into Metacognitive, Affective, and Social strategies.

2.2.2.1 Metacognitive strategies

Metacognitive strategies are used to monitor and regulate one's thinking and learning processes. The metacognitive strategy includes the knowledge of one's abilities as a learner and the factors that might impact performance. According to Donna Wilson (2016), metacognitive strategy enhances students' understanding to improve their learning progress toward communicative competence. In the context of writing activities, metacognitive strategies can help students improve their writing skills by promoting self-awareness, self-reflection, and self-regulation. Oxford (2017) stated that some metacognitive strategies might be applied to writing activities are:

1. Self-reflection: A teacher might encourage students to reflect on their writing process and strategies to improve their understanding of learning and promote self-directed learning.
2. Self-monitoring: A teacher might encourage students to monitor their writing processes, such as checking their work for grammar and syntax, to improve their self-regulation and writing quality. The teacher can use this strategy to make the students conscious of their writing.
3. Planning: A teacher might have students plan and outline writing pieces to promote metacognitive strategies, such as goal-setting, prioritization, and problem-solving. Planning involves finding focus. Besides, planning involves determining the task's purpose. The students will have a significant advantage if they know some possible purposes for writing, such as providing factual information and persuading someone to act or think in a certain way.
4. Evaluation: A teacher might have students evaluate their writing pieces, using criteria or rubrics to promote self-awareness and self-reflection. Evaluation takes place after writing and consists of reconsidering the written texts. The teacher can use this strategy to make the students review their writing, style, and content of the writing and assess progress over time. The students can compare and exchange their writing. Some critical evaluation criteria are sentence

length, sentence structure, text structure, spelling, grammar, and language features.

5. Revisions: A teacher might have students revise their writing pieces to promote self-reflection, self-regulation, and improvement.
6. Guided Writing Strategy

   Guided writing strategy is a strategy which teachers provide support and guidance to students as they work on writing tasks. As stated by Graham and Harris (2013), the aim of guided writing is to help students develop their writing skills by providing them with targeted instruction and feedback that is tailored to their individual needs. In guided writing, the teacher works closely with small groups of students to provide targeted instruction, modeling, and feedback. The teacher may provide a writing prompt or topic, and then guide students through the writing process step by step. During this process, the teacher may offer suggestions for improving sentence structure, word choice, or organization, and may provide examples of effective writing.

Thus, incorporating metacognitive strategies into writing activities can help students improve their writing skills by promoting self-awareness, self-reflection, and self-regulation.

2.2.2.2 Affective strategies

Affective strategies engage and motivate students in learning by tapping into their emotions, values, and attitudes. According to Oxford

(2017), affective strategies develop the confidence and perseverance needed for students to involve themselves in language learning actively and are required to attain communicative competence. The strategy develops the student's ability to cope with anxiety and self-esteem. It also utilizes affective strategy as a positive resource in teaching and learning. In the context of writing activities, affective strategies can help students improve their writing skills by promoting engagement, motivation, and investment in the writing process. Some of how affective strategies might be applied to writing activities:

1. Choice: A teacher might provide students with choices, such as writing prompts or genres, to allow them to write about topics they find interesting and engaging.
2. Feedback: A teacher might provide students with positive, constructive, and specific feedback to promote engagement, motivation, and improvement.

Thus, incorporating affective strategies into writing activities can help students improve their writing skills by promoting engagement, motivation, and investment in the writing process.

2.2.2.3 Social strategies

Social strategies are used to promote collaborative learning and interaction among students. This strategy is the student's behavior related to the cooperation of the students with their peers in achieving learning goals. Besides, Hardan (2013) stated that social strategies are

the activities the students engage in, which allow them to be exposed to and practice their knowledge. In the context of writing activities, social strategies can help students improve their writing skills by promoting collaboration, communication, and support. Some of how social strategies might be applied to writing activities:

1. Cooperating with peers: Cooperating with others implies a sense of competition and teamwork. Cooperating with peers has academic and social benefits for students. First, students are required to work with ideas and concepts in cooperative groups. They are asked to come up with their interpretations of topics and solutions to problems. Second, cooperating with peers makes students feel more connected to the classroom and school. This may lead to better attendance and retention rates. Third, cooperative groups teach students how to work with others. Cooperation is becoming increasingly recognized as a crucial life skill for productive work, happy family life, and democratic society participation. Lastly, students who work in cooperative groups are more likely to develop relationships with people of different genders and social classes. They also may develop more positive self-perceptions (Crawford et al., 2005). A teacher might have students work in pairs or small groups on writing activities to promote collaboration, communication, and support.

2. Peer review: A teacher might have students review and provide feedback on each other's writing pieces to promote collaboration, communication, and improvement.
3. Class discussion: A teacher might have students discuss writing pieces to promote collaboration, communication, and understanding.

Thus, incorporating social strategies into writing activities can help students improve their writing skills by promoting collaboration, communication, and support.

2.3.Writing Activity

Writing is the process of combining words to communicate thoughts and ideas. Good writing is the key to effective communication. Therefore, writing is one of the essential skills to be mastered in learning English. This skill helps the students complete assignments, do homework, communicate with people, and express their feelings. According to Kern (2014), writing is a process of organizing and expressing thoughts, feelings, and ideas to make the readers understand the message in their written language. Students' ideas are more likely to resonate with others when they write with engaging vocabulary and precise phrasing. Thus, writing allows students to use language in ways beyond superficial communication, making it possible for them to imagine their worlds.

Besides, writing is a productive process that is carried out through several stages. Harmer (2015) states that planning, drafting, revising, and final drafting are the stages of writing. Students at each stage engage in a particular activity to construct their writing. In the planning stage, the students are encouraged to

write. Next, the focus of the drafting stage is the writing's fluency rather than neatness or grammatical accuracy. Following the feedback provided during the drafting stage, the students rewrite their text during the revising stage. Then, during the editing stage, students organize their texts and prepare the final draft for teachers' evaluation. Thus, the writer explores and expresses ideas, thoughts, and feelings in written form. Then, go through some revision processes so that the written work can be understood by everyone who reads it.

In addition, writing is a complex process that involves combining linguistic and cognitive skills to produce written text. As stated by Marzano, Pickering, and Pollock (2001), effective writing instruction requires a strategic approach considering students' individual needs, abilities, and learning styles. The teaching strategies used in writing instruction should support students in developing their writing skills, promote engagement and motivation, and foster a positive writing environment. It is supported by Crawford et al. (2005) that a teacher's role is to provide guidance, support, and feedback to help students develop their writing skills. Thus, incorporating effective teaching strategies into writing activities can help students improve their writing skills, promote engagement and motivation, and foster a positive writing environment. The choice of teaching strategy will depend on the needs and learning styles of individual students, the goals of the teacher, and the content and objectives of the writing activities.

A writing activity is an important component of writing instruction. It is designed to help students develop their writing skills in a fun and engaging way

and build a foundation for future writing experiences. Writing activities can be designed to target specific writing skills or can be more comprehensive, incorporating multiple writing skills into a single task. Writing activities can occur in various contexts, such as in the classroom, as homework, or as part of a larger writing project. Writing activities can be tailored to students' individual needs and abilities and can be adjusted to suit different grade levels and subject areas.

In Junior High Schools, as stated by Brown and Abeywickrama (2019), writing activities are typically more structured and focused on developing specific writing skills, such as:

1) Vocabulary: expanding their vocabulary and using appropriate language in writing.
2) Mechanics: using proper grammar, spelling, and punctuation in writing.
3) Organization: using clear and effective organizational structures in writing.
4) Content: developing ideas, themes, and arguments in writing.
5) Voice: using a distinctive voice and tone in writing.

2.4. Written Expressions

According to Harmer (2015), writing can be incorporated into a more significant activity that focuses on something else, like language practice, acting out, or speaking. Students are frequently required to write brief dialogue, which they will perform. In this case, the focus of the writing activity is written expression. Written expression is an important lesson that students learn in Junior High School. Effective written expression requires clear, concise, and

well-structured writing that conveys a message effectively. Based on the basic competencies of the junior high school syllabus, the students are expected to compose very short and simple oral and written interpersonal interaction texts that involve Asking and Giving Attention, Checking for Understanding, Appreciating Others, and Asking and Giving opinion, and responding to them by paying attention to social functions, text structures, and linguistic elements that are correct and in context. Hence, the written expressions that should be known by the students in Junior High School, especially in Eighth Grade, are Expressions of Asking and Giving Attention, Expressions of Checking for Understanding, Expressions of Appreciating Others, and Expressions of Asking and Giving opinion (Kebudayaan, 2017).

2.4.1. Expressions of Asking and Giving Attention

According to Knapp, Hall, and Horgan (2013), Asking for and giving attention refers to directing one's focus towards another person or task. In a social context, asking for attention can involve requesting another person to listen or pay attention to what one is saying or doing. On the other hand, giving attention involves actively focusing on what the other person is saying or doing and providing an appropriate response.

Table 2.4. 1 Expressions of Asking and Giving Attention

The following are some expressions to ask for Attention politely:	**The following are some expressions to respond to Attention:**
- Can I have your Attention, please? - Listen! I have something to tell you. - I need your Attention, please! - Sorry to bother you.	- Yes, Sir/Ma'am. - OK - Sure - All right. - Yes, please. - No, not at all.

- Attention, please! - Look what I've got here. - Can you give me a second? - Listen to me!

2.4.2. Expressions of Checking for Understanding

According to Beebe, Beebe, and Redmond (2021)**,** expressions of checking for understanding are ways of confirming that one has correctly comprehended what someone else is trying to communicate. The purpose of checking for understanding is to ensure that both parties have a shared understanding of the information being discussed. This helps to avoid misunderstandings and promotes effective communication.

Table 2.4. 2 Expressions of Checking for Understanding

To check others' understanding use the expressions below:
- Do you understand what I said? - Do you know what I mean? - Do you know what I'm saying? - Do you know what I'm talking about? - Do you get my point? - Do you understand? - Do you follow me? - Are you following me? - Are you with me? - Have you got it? - Any questions?

2.4.2. Expressions of Appreciating Others

Expressions of appreciating others are actions or words used to acknowledge and show gratitude for someone else's efforts, accomplishments, or qualities. These expressions build positive relationships, increase self-esteem, and foster a sense of belonging and

significance. Expressing appreciation is a powerful tool for building relationships and promoting positive emotions.

Table 2.4. 3 Expressions of Appreciating Others

If we want to appreciate others for what they've done, we may say:
- Thank you, I really/truly appreciate your help/support.
- I cannot thank you enough.
- Thank you. It's wonderful!
- What a clever boy!
- I appreciate your effort!
- You did it great.
- Nice work!
- Well done!
- Good job!

2.4.3. Expressions of Asking and Giving Opinion

According to Beebe et al. (2021), expressions of asking and giving opinions refer to how individuals request and offer their perspectives and beliefs on a particular topic. Asking for someone's opinion involves requesting their thoughts, views, or beliefs. Meanwhile, giving an opinion involves expressing one's thoughts, views, or beliefs on a particular topic. This can be done verbally through statements or nonverbally through body language or gestures. Thus, expressions of asking and giving opinions are essential in communication as they allow individuals to exchange information, learn from each other, and build rapport.

Table 2.4. 4 Expressions of Asking and Giving Opinion

To ask for opinion:	**To give opinions:**
- What is your opinion about …?	- I think that ...
- Do you have any opinion on ….?	- I personally believe …
- Do you have any idea?	- I personally feel ….
- What is your idea?	- My comment is ….
- What is your point of view?	- From my point of view, ...
- What is your comment?	- My own view of the matter is …

- How do you think of my idea?	- The way I see is that … - In my opinion…

2.5.The Teaching of English at Junior High Schools at Kembayan Sub-district

The teaching and learning process at Junior High Schools at Kembayan sub-district was previously held online due to the pandemic. However, it has been running offline face-to-face since the start of the odd semester of the academic year 2022/2023. These teaching and learning activities are carried out six days a week from (Monday to Saturday), from 7 am to 12.10 pm. The time allocation for learning English in the second grade is two hours a week (2 x 45 minutes). In addition, some aspects affect the teaching and learning process. The aspects are curriculum, the teacher, and facilities. The curriculum used in Junior High Schools at Kembayan sub-district is the 2013 Curriculum. The 2013 curriculum has four assessment aspects: knowledge, skills, attitude, and behavior.

The textbook used by the teacher as learning material in teaching English is “When English Rings a Bell” and an LKS Bahasa Inggris SUKSES. Based on the LKS Bahasa Inggris SUKSES book, the English material taught in junior high schools in odd semesters consists of three chapters. Chapter one is about Asking for Attention, Checking for Understanding, Appreciating Others, Asking for and Giving Opinions, and Expressing Willingness and Ability. Chapter two is about Expressing to Obligate (Using “Must”), Expressions to Forbid (Using “Must not”), Expressions to Give Suggestions (Using “Should”), Expressions of Giving Instruction, Expressions of Making invitations, and Expressions of Asking for Permission. Chapter three is Greeting Cards, Little,

Few, Some, Many, Much, A lot, Prepositions of Place, “There is” and “There are”

Besides, the teacher and facilities are also influential in teaching and learning. These two aspects are divided according to the schools.

2.5.1. SMPN 1 Kembayan

There are three English teachers at SMPN 1 Kembayan. One teacher for one grade. The teachers are Bachelor of Education majoring in English education. Besides, the facilities included in teaching and learning activities at SMPN 1 Kembayan are twenty-one classrooms, a library, and a laboratory.

2.5.2. SMPN 2 Kembayan

There are two English teachers at SMPN 2 Kembayan. Besides, the facilities included in teaching and learning activities at SMPN 2 Kembayan are eleven classrooms, a library, and a laboratory.

2.5.3. SMPN 3 Kembayan

At SMPN 3 Kembayan, there is only one English teacher. The teacher teaches English from seventh grade to ninth grade. The teacher is a graduate of English education and started teaching at SMPN 3 Kembayan in February 2009. Besides, the school facilities at SMPN 3 Kembayan include six classrooms, a laboratory, and a library.

2.5.4. SMPN 4 Satu Atap Kembayan

There is only one English teacher at SMPN 4 Satu Atap Kembayan. The teacher started teaching English in 2010. In addition, the facilities

included in teaching and learning activities at SMPN 4 Satu Atap Kembayan are four classrooms, a laboratory, and a library.

2.5.5. SMPN 5 SATAP Kembayan

At SMPN 5 SATAP Kembayan, there is one teacher who teaches English. The teacher is an English Education graduate and started teaching English at SMPN 5 SATAP Kembayan in March 2022. In addition, the facilities included in teaching and learning activities at SMPN 5 SATAP Kembayan are four classrooms and a library.