

CHAPTER II

LITERATURE REVIEW

In this section the researcher wants to show the theoretical basis of the research related to the title the researcher wants to research. This section consists of Teacher Strategies (Understanding Teachers, Understanding Strategies, and Teacher Strategies), Teaching Strategies (Understanding Teaching Strategies, Teaching Writing, and Strategies in Teaching Writing), and Previous Study.

A. Teacher Strategy

1. Definition of Teacher

According to Harmer (2001:57), the role of the teacher has transformed from being the sole provider of knowledge, controller, and authoritative figure, to become a facilitator and valuable resource for students to utilize. This shift indicates that students are now positioned as the core of the teaching process. Students are expected to improve their skills with teacher guidance, but mostly through their own experiences. details significant changes in the teacher's role in the learning context. In the beginning, teachers were considered the only respected source of knowledge, control, and authority. However, over time, the teacher's role has transformed into a facilitator and valuable resource for students. This shift reflects the concept that students are now placed at the center of the teaching process. In this paradigm, students are expected not only to improve their skills with teacher guidance, but also through direct experience and active participation in their learning. Teachers are no longer just imparters of knowledge, but

rather support students in the development of their own skills through active involvement in the learning process.

Tylee (1999:48) emphasizes that the teacher, as an external variable in the classroom context, has the responsibility to be a mediator between external variables and students, helping students in their learning process. The conclusion from the above understanding is that both experts emphasize contemporary trends in education, where teachers are increasingly seen as facilitators and guides, encouraging student-focused learning while managing external factors to improve the learning experience. Teachers are not only considered as transmitters of knowledge, but more as facilitators and guides. Teachers are expected to not only focus on students as the center of learning, but also be active in managing external factors that can influence students' learning experiences. Thus, the teacher's role becomes more complex, involving efforts to create a more responsive and effective learning environment. Based on explanations from experts, researchers gained an understanding that teachers not only focus on conveying information to students, but are also responsible for managing external factors that can influence students' learning experiences. This creates a more dynamic learning environment, where attention is paid to students while managing external variables to improve the overall quality of learning

2. Definition of Strategy

Nunan (2003:269) defines strategies as different methods that students use to acquire or improve their language skills, depending on

the context and task at hand. This means that in order for students to understand the material comprehensively, teachers must pay careful attention to the approaches used in the teaching and learning process. To ensure that students can understand the material comprehensively, teachers are expected to pay close attention to the approaches used in the teaching and learning process. This means that the teacher must pay attention to the choice and implementation of strategies so that the learning process is effective and in accordance with students' needs. Thus, understanding the strategies and approaches used in language teaching is key to achieving in-depth understanding and improving students' skills.

Meanwhile, Brown (2007:119) describes strategy as an appropriate approach or technique used to overcome a problem or task, a structured methodology aimed at achieving certain goals, and a deliberate plan designed to organize and organize certain information. He explains that strategies include different actions, behaviors, or sequential steps used by students to enhance their own learning. These strategies vary across students, with each student having a variety of potential approaches to solving a particular problem; they may choose one strategy or apply several strategies sequentially.

Harisusmida (2015: 17) explains that strategy shows two main attributes: strategy is created to anticipate the actions it is intended to guide, and strategy is developed consciously and with purpose. The importance of strategy lies in its role as a resource available to realize

future goals, whether they involve achieving certain goals or solving certain problems. Strategy is developed consciously and purposefully. This indicates that strategies do not emerge randomly or without planning. Students or individuals who use strategies understand the purpose and usefulness of the strategy in achieving certain results. The importance of strategy lies in its role as a resource available to achieve future goals. Strategies can be used both to achieve specific goals in learning and to solve specific problems. Thus, strategy is considered a reliable tool in planning and achieving desired results in various contexts.

Based on the expert's explanation, the researcher gained an understanding of strategy which is defined as a method or approach used by students in order to acquire or improve their language skills. These strategies are not only tools or specific steps, but also include conscious and purposeful choices that can be adapted by individuals according to the context and learning tasks faced. The importance of strategy lies in its role as a resource available to achieve future goals, whether they relate to achieving specific learning objectives or solving specific problems. Therefore, strategy in this context is not just concrete steps, but also involves in-depth understanding, conscious planning, and adaptation according to individual needs in achieving the desired results

3. Teacher Strategy

Judie Haynes and Debbie Zacarian (2010) define teacher strategies as a variety of methods used by educators to facilitate students'

understanding of subject matter and enable the formulation of achievable goals for future learning. Teachers have many strategies to impart knowledge effectively to students. Especially in the field of teaching writing, these strategies aim to explain lesson content, increase students' understanding of writing concepts, and enable them to become proficient at composing a text. Basically, the set of available strategies is considered a useful tool to assist teachers in increasing the effectiveness of the teaching and learning process. There are 7 (seven) strategies proposed by Judie Haynes and Debbie Zacarian that teachers can use in teaching writing: a) Make lessons visual, so that students first see what they are expected to know. Use visual representations of new vocabulary and use graphs, maps, photos, pictures, and charts to introduce new vocabulary and concepts. ;b). Determining key concepts: the teacher writes down the key concepts of a learning unit in student-friendly language and posts them in the room. ;c). New information link: the teacher always asks how the students are, how the students are feeling, and what the students' difficulties are, so that the teacher can understand the students' character in the learning process and provide solutions to their difficulties. ;d). Provide comprehensible input: teachers need to speak more slowly, using gestures and body language to convey meaning to students. ;e). Vocabulary modification: teachers need to link new vocabulary to previous learning and use visuals to reinforce meaning. ;f). Use cooperative learning strategies: systematic pedagogical strategies that encourage small groups of students to work

together to achieve a common goal. ;g). Modifying testing: teachers should allow alternative types of assessment: oral, pictorial, physical response, and manipulative as well as test modifications.

Whereas (Guarango, 2022) Teaching strategies refer to the learning steps planned by the teacher to achieve learning goals. Implementation of this strategy must be in accordance with the established methodology and method of implementation. A teacher can apply a special approach in the learning process. In using certain learning methods, teachers can use techniques that are appropriate to that method, and the strategies applied can differ from one teacher to another. In a teaching context, this strategy not only includes general teaching methods, but also involves selecting techniques that are appropriate to those methods. It is important to note that teaching strategies can vary from teacher to teacher, as each teacher has a unique teaching approach and style. Thus, teaching strategies are not one size fits all, but can be adapted to specific learning situations and individual teacher preferences.

Issac (2010) in detail defines teaching strategies as a series of behaviors demonstrated by a teacher in the classroom. This includes steps such as careful formulation of teaching strategies, providing appropriate stimuli to ensure timely responses from students, implementing taught response practices, increasing student responses through extra activities, and other aspects that support the learning process. Thus, teaching strategies not only include teaching methods,

but also involve a series of teacher actions designed to achieve learning goals effectively in the classroom environment.

Researchers gain an understanding that a teacher's strategy is a series of steps or approaches planned and implemented by a teacher to achieve learning goals. This involves selecting teaching methods and techniques that suit the learning context and students' needs. Teacher strategies include careful planning, effective implementation, and adaptations that may be necessary during the teaching process. Teacher strategies may also include implementing specific approaches to delivering material, managing the classroom, and responding to individual student needs. The importance of a teacher's strategy lies in its ability to create an effective learning environment, stimulate student engagement, and achieve learning goals in the most appropriate manner.

B. Teaching Strategy

1. Understanding Teaching Strategy

Teaching strategies represent a comprehensive framework in the field of education that is used throughout the teaching and learning process. It functions as a systematic method or carefully crafted plan of teaching activities organized by educators with the specific intent of achieving the outlined goals or objectives of the subject matter presented. As explained by Istiqomah (2019: 13), strategy in this context summarizes careful planning and structuring a series of sequential activities. These activities are carefully aligned and

organized to achieve appropriate educational objectives, ensuring a strategic and cohesive approach to facilitate effective learning experiences in an educational environment.

Meanwhile Muzaro'ahet al., (2021) Teaching strategies are a series of actions and methodologies implemented by educators, which are intricately linked to the learning plans they have carefully prepared. These strategies are deliberately designed to be guiding principles aimed at assisting students in achieving their stated educational goals and objectives. This teaching strategy has a clear goal, namely helping students achieve educational goals and objectives that have been previously set by educators. In other words, this strategy functions as a tool or steps that are carefully arranged to achieve the desired learning outcomes. The implementation of teaching strategies is the key to ensuring that the learning process is effective and in accordance with the established educational plan.

In addition, as explained by Mantra et al. (2020), teaching strategies include a comprehensive approach in the educational landscape, which indicates a commitment to active participation in the learning process. It embodies the spectrum of teaching methodologies, approaches, and techniques that educators employ to foster an engaging and effective learning environment, thereby facilitating students' comprehensive understanding and absorption of course content. This comprehensive approach is designed to facilitate deep understanding and absorption of course content by students. This

means that teaching strategies are not limited to one method or technique, but include various approaches designed to create an optimal learning experience. By involving a spectrum of methodologies, educators can adapt teaching strategies to student characteristics and learning materials to achieve comprehensive understanding. Thus, this comprehensive teaching strategy aims to increase learning effectiveness and help students absorb and understand the material better

2. Teaching Writing

According to the findings of Haerazi et al. (2020), engagement in writing activities represents significant progress in language proficiency, which is the next skill that English language educators must acquire after developing competence in listening, speaking, and reading. In contrast to the acquisition of previous skills, mastery of writing presents a much more difficult challenge for non-native speakers. This challenge stems from the development of writing competence which is multifaceted, demanding comprehensive understanding and mastery of various language elements, complex linguistic nuances, as well as a differentiated understanding of the structural and expressive aspects of language. Consequently, compared to native speakers, non-native learners face a more complicated journey in achieving writing proficiency, as they require a deeper understanding of linguistic complexity and a wider spectrum of language aspects.

a. Type of Writing

In 2022, the NSW Government stated in its statement that there are three types of written text, namely factual text which focuses on factual information, persuasive text which aims to influence the reader's mind, and literary text which has creative and artistic elements in conveying a message.

1) Factual Text

Factual text is a form of text that contains information, instructions or persuasion by providing facts. There are several types of text such as; 1). Factual Description Factual description is describing a place or thing using facts. Example: beach description, river description. ;2). Information reports Information reports contain valid information about biotics and their occurrence. Examples: facts about fish, unique facts about penguins. ;3) Procedures Procedures are about directions for doing or doing something. Examples: making fried rice, procedures for using a computer. ;4) Procedural recalculation Explain how things are done in time order. Example: World War II documentaries. ;5). Explanation: Describes something that could happen. Example: frog life cycle, butterfly life cycle.

2) Persuasive Text

Persuasive text is factual text that contains arguments. It is used to persuade others. ;1). Exposition Providing reasons for

different points of view and convincing the public about it. Example: English debate, exchanging thoughts or views on a topic. ;2). Discussion Provides some ideas to reach a conclusion. For example: should the capital city of Jakarta be moved to Kalimantan? What is the impact of reading books on children?

3) Literary Text

Literary texts are texts that are constructed using language to be used as branding. ;1). Literary description: Describes something in a creative style. Example: description of the film *Beast in Beauty and the Beast* ;2). Literary retelling of stories, novels, films, to entertain others. Example: Retelling folk tales, for example *Bawang Merah and Bawang Putih* ;3). Personal response: Review based on personal opinion about novels, films, etc. Example: explain why you like the movie *Beauty and the Beast*. ;4) Review: Describe, analyze and evaluate novels, films, etc. to a wider market. Examples: comments on a book, comments on a story. ;5) Narrative Expressing a story using a series of events. Example: fable, legend.

b. Writing Teaching Process

According to Caswell & Mahler (2004), the writing process refers to a series of steps and activities carried out in producing text. This statement shows that writing is not just a spontaneous or random act, but rather involves a series of organized stages. The

writing process involves certain steps and interrelated activities, starting from planning, writing, revising, to editing, with the ultimate goal of producing communicative and effective text. This entire process reflects a systematic approach to engagement in writing activities. There is a type of writing teaching process according to Warnock (1983): a). Prewriting: Analyzing your audience, determining your purpose for writing, limit the scope of what you will cover, and generate potential content. ;b). Drafting: Creating a case and compiling evidence for the case. ;c). Revision: Putting yourself in the reader's shoes, rethinking your approach, and make changes that will improve your case. ;d). Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation. Overall, this process reflects a systematic approach to teaching writing, with a focus on thoughtful planning, organizing ideas, critical reflection, and refinement. In conclusion, to become an effective writer, it is important to involve yourself in each stage of the writing process in a careful and structured manner.

Based on the statement above, researchers understand that the Writing Teaching Process is a comprehensive approach to teaching writing, which emphasizes careful planning, organizing ideas, critical reflection, and refinement. By involving students at every stage, this process aims to form writers who are able to produce communicative and quality writing. Involving students in

each of these stages not only provides a deep understanding of the writing process, but also develops analytical, problem-solving, and critical thinking skills. Thus, the Writing Teaching Process aims to form writers who are not only able to produce communicative writing, but also have the ability to continue to develop and perfect their writing skills over time.

c. Strategies in Teaching Writing

The various strategies identified in teaching writing include listening-based techniques, practical exercises, emphasis on handwriting, input-focused methods, and output-oriented approaches (Hussain et al., 2019). Actively implementing teaching strategies involves several main aspects: first, fostering student discipline in attending lectures and their role in the teaching-learning process; secondly, fostering strong relationships between students and teachers, ensuring mutual assistance and support; third, creating an environment that encourages active and positive learning interactions between students and teachers; and finally, adopting a student-centered approach as stated by Nur Khasanah et al (2012). Additionally, effective teaching and learning activities require careful consideration by the teacher in maintaining dignity when receiving critical feedback, dealing with contradictions, dealing with withdrawal, and correcting any concerns. This also involves an emphasis on self-reflection and a progressive attitude

in carrying out teaching activities while fostering student enthusiasm and motivation for learning (Bjorndal, 2020).

Collaborative writing is a method aimed at addressing low levels of linguistic exchange by making tasks goal-oriented through processes such as planning, negotiating meaning, and reviewing. This approach helps to make students more reflective and engaged in their writing activities. By working collaboratively, students can enhance their second language writing skills, increasing their engagement, self-confidence, and sense of responsibility. Collaborative writing has been shown to be advantageous across various language domains (Sajedi, 2014). In addition, Sukirman (2016) describes collaborative writing as a teaching strategy where students work together in pairs or groups to produce effective written work. This strategy encourages students to collaborate on writing specific texts with their peers, thereby facilitating a cooperative approach to writing tasks. Collaborative writing not only allows students to practice skills in literature review, academic reading, and writing but also stimulates critical thinking, reflection, and knowledge sharing among group members. This method creates opportunities for students to engage deeply with the writing process and enhance their overall writing abilities.

C. Previous Studies

Table 2.1. The List of Previous Related Studies

Writer (s) Research Title	Previous Research Title	Research Name	Similarities	Differences
Teacher Strategy in Teaching Writing for the Seventh Grade : A Single Case Study at SMPN 04 Blitar	Analysis of Writing Teaching Strategies by English Teachers in School	Sinaga (2022)	Using Qualitative Research	This research gathered data using an online survey to identify the most commonly used writing teaching strategies among junior high school teachers. Additionally, the data collection methods included observation, interviews, and direct documentation.
Teacher Strategy in Teaching Writing for the Seventh Grade : A Single Case Study at SMPN 04 Blitar	Teacher's Strategy in Writing in Class X MAN 3 Agam Kubang Putih	Zulmen (2023)	The design of this research is qualitative research.	The researchers identified three strategies used by teachers for teaching writing in Class X at MAN 3 Agam Kubang Putih. These strategies include: Guided Writing, the TTW (Think-Talk-Write) approach, and the PLEASE Strategy.
Teacher Strategy in Teaching Writing for the Seventh Grade : A Single Case Study at SMPN 04 Blitar	Analysis of English Teachers' Strategies in Teaching Descriptive Writing Skills Through Online	Utami (2021)	Researchers act as the main instrument in collecting data, using methods such as observation, interviews, and documentation	This research aims to evaluate the effectiveness of online learning methodologies in improving students' proficiency in writing descriptive texts. Additionally, it investigates the

Writer (s) Research Title	Previous Research Title	Research Name	Similarities	Differences
Blitar	Learning to English Language Students Survival Aloha Edu Tegaldlimo		to collect comprehensive information.	strategies employed by teachers in teaching writing.
Teacher Strategy in Teaching Writing for tthe Seventh Grade : A Single Case Study att SMPN 04 Blitar	Teacher strategies for teaching explanatory texts	Hidayat (2017)	The method used is Qualitative Descriptive	The data collection method involves using a questionnaire. In addition, the researchers employed observation, interviews, and documentation as supplementary techniques for gathering data.
Teacher Strategy in Teaching Writing for tthe Seventh Grade : A Single Case Study att SMPN 04 Blitar	Writing teaching strategies in online teaching: Case study at SMA Taman Madya Ibu Pawiyatan Yogyakarta	Jayadi (2021)	The research method used is a case study with a focus on English teachers	This research seeks to evaluate the effectiveness of online learning methods in enhancing students' skills in writing descriptive texts. Additionally, the study aims to assess the role of teachers in this process.

The researcher provides an overview of several relevant prior studies. One such study, conducted by Sinaga et al. (2022) and titled "Analysis of Writing Teaching Strategies by English Teachers in Schools," specifically addresses junior high school students. The primary objective of this research was to examine the writing teaching strategies that English teachers use in junior high schools. The study identified that students often encounter challenges in writing due to their limited vocabulary and a lack of confidence in expressing their ideas in written form. To explore these issues, the researchers employed a qualitative descriptive approach, focusing on the analysis of student writing and the difficulties teachers face in instructing writing at the junior high school level. The results of the study revealed that the effectiveness of teachers in improving students' writing skills was generally below average, categorizing the students' writing abilities as poor. The research also pointed out that teachers struggled with students' limited vocabulary, which compounded the difficulties in teaching writing. Conducting this research proved to be quite challenging, not only because of the need to thoroughly understand and evaluate writing teaching strategies but also due to the complications introduced by the pandemic. The epidemic situation made it difficult to collect data, adding an additional layer of complexity to the study. Overall, this study provided valuable insights into the difficulties faced in teaching writing and highlighted the need for improved strategies and resources in this area.

Previous Second Study written by Zulmen et al., (2023). The title of this research is "Teacher Strategy in Teaching Writing in Class X MAN 3 Agam Kubang Putih". This research aims to examine the strategies used by teachers when teaching writing skills to class X students at MAN 3 Agam Kubang Putih. Based on observations, researchers found that teachers focused on teaching recount text. The teaching approach used consists of several stages. First, the teacher provides students with an understanding of the concept of recount text. Second, the teacher explains the general structure of recount text and the application of tenses in the text. Third, emphasis is placed on the use of the simple present tense. After explaining the topic, the teacher provides an example of recount text written on the blackboard as a reference. Next, students are asked to write their personal experiences in simple paragraph form. The results of observations show that students have understood the material taught by the teacher. The research method used in this research is qualitative descriptive research. Data was obtained through observation using an observation checklist and through interviews with teachers and students of class X MAN 3 Agam Kubang Putih. The collected data was analyzed using a qualitative data analysis approach. Researchers identified three main strategies used by teachers in teaching writing skills in class X MAN 3 Agam Kubang Putih, namely: guided writing strategies, TTW, and PLEASE.

The third research was previously written by Hidayat et al., (2017). The title of this journal is "Teacher Strategies for Teaching Writing

Explanatory Texts". These strategies play an important role in facilitating successful learning among students. This research aims to determine the teaching methodology used by teachers at SMAN 10 Garut in teaching writing explanatory texts. The aim is to identify and analyze the strategies and techniques used by these teachers. Data collection involved four teachers at SMAN 10 Garut, each of whom was given 18 questionnaires. Responses were categorized as Yes, Sometimes, or No to the given statement. Next, the results are calculated using the formula: $= f \times 100\%$. Using descriptive methods and qualitative data analysis, researchers observed teachers' teaching methods when teaching writing explanatory texts, using certain forms of observation. The findings revealed that 61.11% of the participants acknowledged the need to use diverse teaching strategies for effective learning outcomes among students. Based on the interpretation of these results, it is recommended that teachers apply specific and targeted strategies when teaching writing explanatory texts. This recommendation stems from the importance of varied learning approaches in increasing students' understanding and proficiency in specific writing genres.

A fourth study was previously written Utami, (2021) The title of this research is "Analysis of English Teachers' Strategies in Teaching Descriptive Writing Skills with Online Learning to English Language Students Survival Aloha Edu Tegaldimo Banyuwangi 2020/2021 Academic Year". This research aims to determine the feasibility of using online learning methodology to improve students' proficiency in writing

descriptive texts. The motivation behind this research stems from observed deficiencies in students' writing abilities. Realizing these challenges, the authors sought appropriate methods in the field of online education to address and correct writing deficiencies among students. The proposed solution involves the implementation of various teaching strategies adapted for online learning environments. The author chose to focus on descriptive text in this research, in line with the research title, "Analysis of English Teachers' Strategies in Teaching Descriptive Writing Skills with Online Learning to Survival Aloha Edu Tegaldlimo Banyuwangi English Language Students for the 2020/2021 Academic Year." As a result, descriptive text was chosen as the primary genre for teaching writing skills to students in survival classes at Aloha Education. Using a qualitative research design, the participants in this research were students who took survival classes at Aloha Education in the 2020/2021 school year. Researchers act as the main instrument in collecting data, using methods such as observation, interviews, and documentation to collect comprehensive information. This approach combines triangulation, which is a technique used to ensure the accuracy and authenticity of data by cross-verifying information through various sources, diverse observations, and diverse informant perspectives. This triangulation process helps validate and strengthen the credibility of the data obtained.

The fifth previous research entitled "Writing teaching strategies in online teaching: Case Study of SMA Taman Madya Ibu Pawiyatan Yogyakarta" was written by Jayadi, (2021). This research aims to explore

strategies for teaching writing through online learning to class II students at SMA Taman Madya IP Yogyakarta, as well as identifying the obstacles teachers face when implementing these strategies. The research method used is a case study with a focus on English teachers at SMA Taman Madya IP Yogyakarta. Data was collected through interviews with teachers after implementing teaching strategies and through observation using video recordings. Various strategies found included teaching vocabulary using PowerPoint, using Zoom and WhatsApp, developing grammar strategies via YouTube and Google Classroom, as well as difficulties faced by teachers in using online media. Following are the similarities and differences between previous research and this research.

This research explores the writing teaching strategies used by teachers for seventh grade students at SMPN 04 Blitar. The type of research adopted is a qualitative case study, which allows researchers to explore it in detail. The methods used for data collection include observation, interviews, and document analysis. Observations were carried out to directly observe learning activities in the classroom and interactions between teachers and students during the writing process. In-depth interviews were conducted with English teachers to understand their perspectives on the teaching strategies used and the challenges students face. Documentation is used to collect supporting materials such as lesson plans, student writing assignments, and performance evaluations to obtain a comprehensive picture. In observing the writing difficulties faced by students.

This research focuses on aspects such as limited vocabulary, grammatical errors, inappropriate sentence structures, as well as problems understanding the use of tenses and other English language conventions. Triangulation analysis is used to validate data from various sources and points of view, thereby ensuring the accuracy and correctness of the interpretation of research findings. It is hoped that this research can provide in-depth insight to teachers, teaching staff and related parties at SMPN 04 Blitar about ways to improve the teaching and learning of English writing for seventh grade students. The findings from this research can also provide a strong basis for the development of curricula, teacher training, and intervention strategies that are more effective in addressing the identified challenges.