TEACHERS' STRATEGY IN FACILITATING SHY LEARNERS IN ENGLISH WRITING

THESIS

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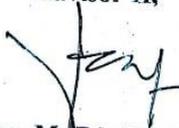
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ABSTRAK

Islam, Muhammad Syaiful. (2019). *Teachers' Strategy in Facilitating Shy Learners in English Writing.* A thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rizka Safriyani, M.Pd, Advisor II: Drs. Muhtarom, M.Ed, Grad, Dipl. TESOL

Key Words: *strategy, teachers' strategy, shy learners, teaching english writing.*

Shy learner is a student that has possible physical discomfort around others. This study aims to investigate the strategies used by the teachers and the problems faced by the teachers in facilitating shy learners in teaching English writing. To answer these questions, the researcher used descriptive qualitative method to analyze the data. The participants of this research are the English teacher at SMP Islam Al-Fatich Surabaya. The researcher used interview, observation, and recorder as the instrument for the research. The result shows that there are two kinds of the strategy used by the teachers. Those are group discussions and puzzle picture games. There are several problems faced by the teachers. The students' lack of vocabularies, lack of confidence, the low motivation of the students and less conducive classroom. So, by those strategies, the teachers can help students especially shy learners to solve their problem in English writing.

ABSTRAK

Islam, Muhammad Syaiful. (2019). *Teachers' Strategy in Facilitating Shy Learners in English Writing*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Rizka Safriyani, M.Pd, Pembimbing II: Drs. Muhtarom, M.Ed, Grad, Dipl. TESOL

Kata Kunci: *strategi, strategi guru, pelajar pemalu, guru bahasa Inggris.*

Siswa yang pemalu adalah siswa yang memiliki ketidaknyamanan fisik di sekitar orang lain. Penelitian ini bertujuan untuk menyelidiki strategi yang digunakan oleh para guru dan masalah yang dihadapi oleh para guru dalam memfasilitasi pelajar yang pemalu dalam mengajar menulis bahasa Inggris. Untuk menjawab pertanyaan ini, peneliti menggunakan metode deskriptif kualitatif untuk menganalisis data. Partisipan dalam penelitian ini adalah guru Bahasa Inggris di SMP Islam Al-Fatich Surabaya. Peneliti menggunakan wawancara, observasi, dan perekam sebagai instrumen untuk penelitian ini. Hasilnya menunjukkan bahwa ada dua jenis strategi yang digunakan oleh guru. Yaitu adalah diskusi kelompok dan permainan puzzle gambar. Ada beberapa masalah yang dihadapi oleh para guru. Siswa kurang menguasai kosakata, kurangnya percaya diri, motivasi siswa rendah dan kondisi ruang kelas yang kurang kondusif. Jadi, dengan strategy tersebut, guru dapat menyelesaikan permasahan pada terutama siswa yang pemalu pada pembelajaran writing.

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LIST OF FIGURE

LIST OF ABBREVIATION

SMP	Sekolah Menengah Pertama
EFL	English Foreign Language
GTM	Grammar Translation Method
L1	First Language
L2	Second Language
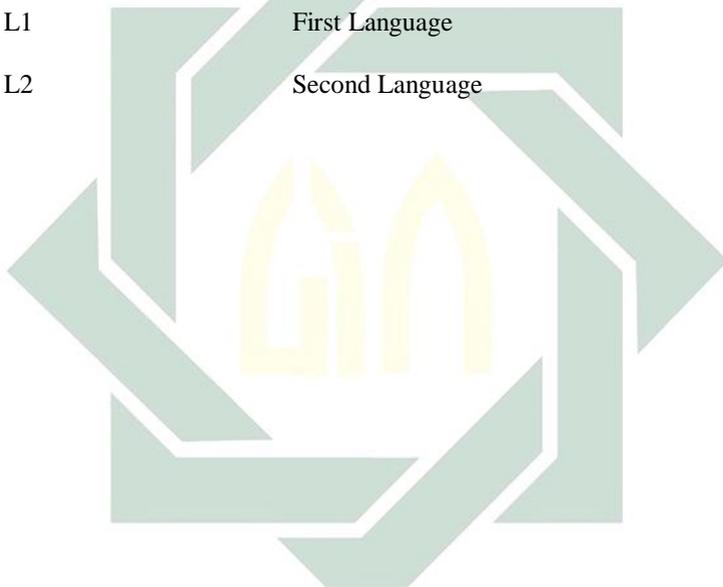
CHAPTER I

INTRODUCTION

This chapter consists of Background of study, Research question, Objective of the research, Significant of research, Scope and limitation, Definition of key term.

A. Background of Study

Shyness is a kind of condition of their emotional, temperament or or individuality character of the people.[1] It is referred to possible physical discomfort around others, concerns or worries about evaluations from others and a tendency to withdraw from social situations and pursue solitary activities. So, a shy learner is a student that has possible physical discomfort around others. They don't understand the materials that the teacher gives and they feel that they are not engaged with the materials. So, they will be boring and feel discomfort with the class. Shy learner concerns or worry about something evaluation from their teacher and other people that can make him/her feel discomfort in the class. They don't think they have anything worthwhile to say or they worry about seeming stupid if they doing something wrong. So, students with the types of shy learners mostly will be more passive in the class. They were usually quieter than the other and embarrassed to express what they really want to the other when teaching the learning process. Therefore, to manage the class to be more successful the teacher has a big role in facilitating the students to be more active and understands the materials.

In the learning process, as facilitator and furthermore motivator for the learners in the classroom, the teacher must having something that can make the atmosphere in the classroom to be more successful by bringing the students to be interesting in the lesson and they can easily to show their abilities on the lesson. Give the students a

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[1] Christopher A. Kearney, *Silence is Not Golden: Strategies for Helping the Shy Child,* (Oxford University Press, 2011), P.3

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positive learning condition in their classroom is one of the biggest challenges that the teacher faced in the teaching.

The teacher should have set an arrangement to achieve the desired objectives, composed substance, and built up a planning ideas to give students' training that can make them to achieve their goals. In order to learning the content and practicing it to arrive the goals, the teacher should have a decisions for the students about what they going to do. The teachers have an obligation to design the appropriate strategy that can be support the students in understanding the lesson.

In this research, the researcher will be conducting research on the strategy of the teacher in facilitating shy learners in an English writing class because writing is one of the very important subjects in learning English. Writing is one of the productive skills that expect students to produce an arrangement in the form of written text. It is not only about creating a written composition, but the students also need to fit for arranging the thought, picking an appropriate vocabularies based on the context, and doing the process of writing itself. Another reason why the researcher choose English writing because there is much research that did the research about the students confidence in speaking, so the researcher wants to be different.

There are some previous studies which almost similar with this study. The first one was conducted by Khaira Maulidar focussed on the strategies that teacher implemented in teaching speaking and the teachers' problems in teaching at BP2IP Malahayati Aceh. [2] It also investigated the students' responses toward the teachers' strategies by involving two English teachers and two classes of 58 students. The second research is conducted by Siti Munawarah focussed to describe the strategy used by the teacher, the steps of the teacher to applied the strategies, the problem faced in implementing strategies and the teacher's way in completing to dealt with the problem while teaching a speaking skill in eight grade of junior high school Warga Surakarta.[3] The third study comes from Istianatul Mardliyah

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[2] Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul S., *Teacher Strategies in Teaching Speaking For Cadets,*

[3] Siti Munawarah, *The Strategies Used by The Teacher in Developing Students' Confidence in Speaking Skills in Grade 8 of Warga Junior High School Surakarta,*

focussed on the students' misbehavior that are found in English classroom and the strategies that used by the teacher to handling students' misbehavior in the English classroom.[4] The fourth comes from Mitra Nurul Fitri focussed on the correlation between the level of self-trust and the ability to speak to students in the fourth semester.[5] The fifth study comes from Anna Kurniawati focussed on to boost the self-confidence of SMP Muhammadiyah 3 Yogyakarta students using role-play techniques.

The similarity with my research, which also talking about self-confidence, the teachers' strategies in developing students confidence. The differences between those research and my research are the research focuss, object, and method. The first by Khaira Maulidar and the second by Siti Munawarah had the same focuss on the strategies in teaching speaking but in my research focussed on the strategies in English writing. the fourth by Mitra and the fifth by Anna, and this research itself has had the same on the students self-confidence. The fourth study focussed on the correlation between the level of self-confidence and the ability to speak and the fifth study focussed on the improvement of students self-confidence in speaking by using role-play but in my research the study focussed on the strategy in facilitate shy learners in English writing.

In these research, the researcher focuses on the strategies applied by the teacher during the English writing class to facilitating students with the characteristic of the shy learner and the problem faced by the teacher during the teaching and learning process. In short, this research would analyze the problems faced by the teachers in facilitating shy learners in English teaching writing and the strategies used by the teacher in facilitating shy learners.

B. Research Question

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[4] Istianatul Mardliyah, *teacher's strategies in handling students' misbehavior in an English class of junior high school 22 Surabaya, (Surabaya: UIN Sunan Ampel Surabaya,2019)*
[5] Mitra Nurul Fitri, *The Relationship Between Self-Confidence level and Students' Speaking Ablity at The Fourth Semester of English Study Program of IAIN Palangkaraya,* (Palangkaraya: IAIN Palangkaraya, 2014)

Based on the background of the research above, the researcher designs two research questions to guide this study:

1. What are the teachers' strategies in facilitating a shy learner in teaching English writing at SMP Islam Al-Fatich Surabaya?
2. What are the problems faced by the teachers in facilitating a shy learner in teaching English writing?

C. Objective of Research

Based on the research question above, the objectives of this research are:

1. to investigate the strategies used by teachers in facilitating shy learners in teaching English writing.
2. to explore the problems faced by the teachers in facilitating shy learners in teaching English writing.

D. Significant of Research

The significance of this study is expected not only for the writer, but also for this research are expecting to have some contribution to the teacher, students and also for the next researcher.

1. For the students, the results of this study can be used to maximize the student's understanding of teaching writing, especially for shy learners. The strategies can make students especially shy learners be more active in the teaching and learning process.
2. For the teacher, the results of this study can be used information for another teacher about the strategy that can be applied in their class of writing to make their students with shy learner characteristic can be more understanding with the material and this research can make teachers have some preparation to face the problem that will they found in their class.
3. For the next researcher, the information of this research can be a reference for next researcher to conducting another research that have same topic but different in the subject.

E. Scope and Limitation

The scope of this study is about the strategies used by the teacher in facilitating shy learners in teaching writing. In this research, the

researcher also looks at the problem faced by teaching during teaching writing.

Based on the scopes of this research, it's important to make the limitations for this research. In order to reach the objectives of this research. The researcher focussed on the English teachers' in SMP Al-Fatich to conduct the strategies in facilitating shy learners in a teaching writing class.

F. Definition of Key Term

In this research, the researcher writes down some definitions of the key terms in order to support the readers easily to understand the research and have the same interpretation with the writer.

1. Teaching Strategies

   In teaching, the strategy of the teacher have a significant aspect to help the learning of the students. The strategy is an approach that can be used across curricular zones to help the learning of students that explained by Jordan.[6] In this research, teachers' strategy refers to the teachers' way to implement some kinds of strategies in facilitating shy learners in teaching English writing.

2. Shy Learners

   Shyness is a kind of condition of their emotional, temperament or or individuality character of the people.[7] It is referred to as possible physical discomfort around others and concerns or worries about evaluations from others. In this research, a shy learner is a student that has possible physical discomfort around others and concern or worry about something evaluation from other people that can make him/her feel discomfort in the class.

3. Writing

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[6] Fatah Huda, "*An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by A Pre-Service English Teacher.*" (Journal of English and Education, 2016) P36.

[7] Christopher A. Kearney, *Silence is Not Golden: Strategies for Helping the Shy Child,* (Oxford University Press, 2011), P.3

Writing is a capacity to expressing an idea in written form in the second or foreign language stated by Marianne.[8] writing is a broad sense in applying to a piece of paper to convey ideas, opinions, and feeling in forms of words or symbols. In this research, writing is defined as an activity that a process of discovering and organizing ideas, opinions, and feelings in written form.

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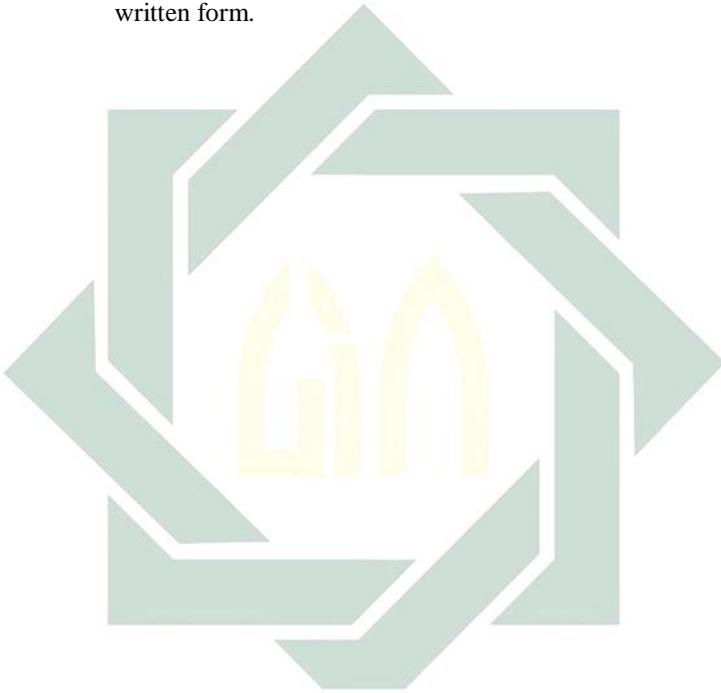
[8] Marianne C. Murcia, *Teaching English as a Second of Foreign Language,* (Boston: Heinle Publisher,1991) p. 233

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the definition of shy learners, kind of strategies to facilitate shy learners, and the problem faced by the teacher. This chapter was divided into two parts, those are some theories to approach the research question and the revies of some related previous studies.

A. Literature Review
1. Shy Learner
a. The definition of shyness

Most of us, though, are somewhat nervous when we meet someone for the first time or when we go on a job interview or blind date. This is normal. In these situations, usually it can make us easy to become nervous. Other people are a bit higher on the spectrum of social discomfort and are shy. All of us have a pretty good idea of what shyness is. Shyness generally refers possible physical discomfort around others, concerns or worry about evaluations from others, and a tendency to withdraw from social situations and pursue solitary activities.

Shyness is a kind of condition of their emotional, temperament or or individuality character of the people.[9] It is normal and not necessarily a bad thing to be a shyness. Children interact with other children and adults in many situations such as school, church, recreational centers, extracurricular activities, sporting events, and gatherings like sleepovers, parties, or family reunions. Many shy children

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[9] Christopher A. Kearney, *Silence is Not Golden: Strategies for Helping the Shy Child,* (Oxford University Press, 2011), P.3

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can navigate these social and performance situations but some cannot.

b. Definition of Shy learner

In a typical of the students in the classroom, there are some of the students become more passive and silent than anothers. They called them as "shy", although some degree of shyness is considered normal.[10] The shy learner is a student that has possible physical discomfort around others. They don't understand the materials that the teacher gives and they feel that they are not engaged with the materials. So, they will be boring and feel discomfort with the class. Shy learner concerns or worry about something evaluation from their teacher and other people that can make him/her feel discomfort in the class.

Students with the types of shy learners mostly will be more passive in the class. They are usually quieter than the other and embarrassed to express what they really want to the other when teaching the learning process.

c. The Parts of Shyness

Shyness has different parts, so let's examine each part in detail:

1. Physical Discomfort

Some people who are overly shy have physical discomfort when around other people, especially people they do not know well. Not all shy people have physical discomfort around other people, but some do.

2. Worrisome thoughts

Another part of shyness is worrisome thoughts a person has in social situations. Recall that overly shy people sometimes have concerns or worry about evaluations from others. Some shy people are quite anxious about what other people think of them and worry they will be embarrassed or humiliated.

3. Actual behavior

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[10] Wyoming State PIRC, *Parent Education Network* (2010), PEN Notes: Fact Sheet 31. Retrieved from http://www.wpen.net/PDF/PENNotes/31Shyness 0310.pdf

The third part of shyness involves actual behavior such as a tendency to withdraw from others or to pursue solitary activities. Many children that are overly shy, like Samantha, do not approach other children or invite them to play. Other shy children want to participate only in solitary activities such as playing the piano or playing by themselves.

d. Types of Shyness

You may have heard other words sometimes used to describe people who are shy. There are some different phrases related to shyness. First, the inhibition refers to fearfulness, timidity, avoidance, and guardedness about new situations or people. Second, the introversion refers to a quiet and reserved nature or preference to be alone. Third, private shyness refers to people who have good social skills, such as eye contact and the ability to maintain a conversation but much self-doubt. Fourth, public shyness refers to people who do not have good social skills and are very distressed in social situations. Fifth, self-consciousness refers to embarrassment from feeling that others are aware of you and are being critical of you. Sixth, social withdrawal refers to little contact with peers compared to most children of that age.

2. Teaching Strategy

a) Definition of Teaching Strategy

Strategy is a certain techniques to solving a problem or task, modes of operation to achieve an objective, or the design for manipulating and controlling specific information.[11] As a teacher, strategies are a tool to deal with any problems inside the process of learning to promote effective learning outcomes. At this stage, as an educators, the teachers should have a set of overarching goals, composed substance, and built up planning ideas to give students' Practice to achieve the targets. It is the teacher's obligation, depending on the suitability of the teaching

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[11] H. Douglas Brown, *Principle of Language Learning and Teaching, (*San Francisco:Longman, 2000)

method, to find the teaching solution in the classroom. Teaching is defined as the work of an educator according to the Oxford dictionary, whereas the technique is designed to achieve a specific objective. Kindsvatter believed that the teaching strategy is a key educational feature, a series of strategies to achieve the objectives.[12] Majid claimed that an education method is a holistic approach within the framework of teaching which incorporates general principles and the origin activity plan to achieve the goals of education explained by philosophy or learning hypotheses.[13]

Teaching strategies refer to the use of technique, structure, method, system, procedures, and processes used by the teacher. These are the ways that the teacher employs to assist students in learning to achieve a particular teaching and learning goal. Although David argues in Majid's book that teaching strategy is a process, project or type of activity designed to achieve a particular educational objective. On the basis of the explanation above, the teaching approach can be inferred that the goal of the teachers is to make progress in learning for their students. In the learning process, as facilitator and furthermore motivator for the learners in the classroom, the teacher must having something that can make the atmosphere in the classroom to be more successful by bringing the students to be interesting in the lesson and they can easily to show their abilities on the lesson. Give the students a positive learning condition in their classroom is one of the biggest challenges that the teacher faced in the teaching. Because every learners have their own physical exceptional arrangement and intellectualities, needs, and comprehension. In addition, the students styles of learning are likewise may differ generally.

Based on Kindsvatter theory, in making the great atmosphere in the learning, as soon as the teacher decides on the students ' significant needs, by identifying areas in the

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[12] Kindsvatter, Richard, William Wilen, and Margaret Ishler. *Dynamics of Effective Teaching.* (1996) p.168

[13] Abdu Majid. *Strategy Pembelajaran,*(Bandung: PT Remaja Rosdakarya, 2013), P.07

curriculum that can create an obstacle for the students.[14] The teacher should have all kinds of techniques to remove barriers. The teacher needs to know the best strategy that their students can use in the classroom according to the needs of the students and the reliability of the subject.

3. **Strategies to Facilitate Shy Learner**

Shy learners are usually founded in the classroom. That's why an English teacher should have an appropriate strategies to managing their classes by adapt some strategy that appropriate to facilitating shy learners. There are some strategies to manage shy learners in the English class.

Horwitz and his associates propose two solutions. The first one is to help students deal with the situation that provokes them anxiety. The second one is to create an environment that is stress-free to the pupils, using warm-up activities or icebreakers, or by talking to students.[15]

According to Catherine Savini there some ways that can do they are the following:[16]

a. Group Work

Group work is one of the cooperative learning techniques that consist of three of four students that work in a group. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.[17]

Additionally, Harmer shows that a good strategy is by grouping students, this means to make students work on the

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[14] Kindsvatter, Richar, Willliam Wilen, and Margaret Ishler. *Dynamics of Effective Teaching,* (1996). P.31

[15] Horwitz, E. K, Horwitz, M.B, Cope, J, *Foreign Language Classroom Anxiety,* (Modern Language Journal, 1986), P.125

[16] Savini, C., *Why So Quiet?: Strategies for Engaging Your Students in the Discussion*, P.3-4

[17] Kenz, M.A., Greg, J.B. *Effective in Theory and Practice,* (Massachusetts: A Pearson Education Company, 2000), P.4.

expected goal.[18] He also stated that there is no real limit to the way in which teachers can group students in the classroom, through certain factors, for instance over-crowded, fixed furniture and entrenched students' attitude, may make things problematic. Therefore, it does not mean that by grouping the students the teacher can reach the purpose of teaching and learn in the classroom. That's why the teacher can adapt and adopt any strategies regarding their goals of learning.

According to Sagala, said that "group work is more effective if the group consist of 3-4 students, it can gives students to show their opinions or ideas to other students easily.[19] There are some opportunities in the group work. The first, shyer students will be more open up in a small group. The second, students will be more enjoyed the teaching and learning process. The third, its' make students easier to understand the material. The last, students practice working collaboratively and learning from one another.

b. Low Stakes Writing

Low Stakes Writing promotes the participation of the students in learning strategies, enables students to maintain their readings and to put their word into content, lets teachers see if students understand the materials as a course progresses, and prepares students for high stakes positions. Low stakes writing often causes less pressure for the learners and teachers, as it is typically accounts for a small portion of the overall grade and works more efficiently than essays, and portfolios.

There are some benefit of low stakes writing. First, it can support the students to keep up with their reading and put their own words. Second, it can support the instructors to check students' understanding. Third, students who write about the material are more likely to internalize it and perform better on exams. Fourth, students who practice low-

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[18] Jeremy Harmer, *The Practice English Language Teaching.* Fourth Edition (Pearson: Longman. 2001)

[19] Sagala, S., *Konsep dan Makna Pembelajaran,* (Bandung; Alpabeta, 2007), P.20

stakes writing are likely to write betters papers. Fifth, low stakes writing can be done at any time during the class: at the beginning, in the middle, or as exit writing.

c. Problem Based Learning

"In the problem-based approach, complex, real-world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems. Students work in small learning teams, bringing together collective skill at acquiring, communicating, and integrating information."[20]

Benefits of Problem-based learning. It can motivate students, students work collaboratively, students easily to be understand, students learn how to define a problem, students practice raising questions that allow them to better understand and solve problems, students learn to weigh options. Students suggest that successful leaders have cultivated the habit of mind to sit with complex problems rather than reach for a quick but inadequate solution.

d. Use of Icebreakers:

After several studies, educators have come to the conclusion that it is a good way of helping students go beyond their inhibition. Icebreakers are organized classroom activities that are intended to make students feel easy. Let's think that students' bashfulness as ice and an icebreaker as the hammer that breaks that ice and sets students free. There are some examples of icebreaking that categories or similarities game, never have I ever, two truths one lie, pass the ball, among others.

e. Games

With regard to language teaching, games are known as theoretical frameworks operating in both formal and informal

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[20] Duch, Barbara J, Susan E. Groh, and Deborah Allen. *The Power of Problem-Based Learning.* (Sterling, VA: Stylus, 2001).

ways as Gee suggests.[21] Players were often used for language teaching to improve motif and genuine social activities according to Warschauer and Healey, as players were designed to be a pleasant factors in language learning.[22] Game is an activity that is intended to make shy students open up and be more active in the classroom. It also helps them feel relaxed. It should be noted, however, that the game is not purposed to create competitiveness, as much as it serves as an icebreaker that would put students at ease and especially shy students. Such activity helps students be more willing to take part in classroom interactions and discussions.

f.   Cooperative Learning

Among the many strategies that have been proposed to engage EFL especially shy learners and outgoing students in classroom activities, cooperative learning activities seem to be persistent.[23] Indeed, cooperative learning offers an unprecedented chance for shy students to interact actively with their classmates, learn from them, and acquire as well develop social skills that would be beneficial for them in and outside the classroom.

Cooperative learning refers to a teaching method whereby students are either arranged into groups or work in pairs. Each member of the group is assigned a task to accomplish cooperative learning promotes group work, active interaction, and amusing learning process. cooperative learning activities include Think-pair-share, jigsaw, circle the sage, to name but a few.

4.   Writing

a.   The Definition of Writing

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[21] Gee, J.P., *Pleasure, Learning, Video Games, and Life; the projective stance,* E-Learning (2005) p.2

[22] Sorensen, B.H., &Meyer, B., *Serious Games in Language Learning and Teaching-a theoritical perspective* (2007)

[23] Tuan, L.T, *Infusing Cooperative Learning into An EFL Classroom,* (English Language Teaching, 2010) P. 64

Many people think that writing skill is the most complicated skill to develop. In the process of learning writing is more complex skills than another skills. Writing has been a central topic in implemented linguistics for many years and remains an area of lively intellectual research or discussion. Many forms of inquiry have been brought to explain both how writing best function and how it should be better thought its unpredictable structure appears to consonantly appears adequate description and clarification. Writing is a capacity to expressing an idea in written form in the second or foreign language expressed by Marianne C. Murcia.[24] This means that writing is an effort to reflect our views in writing. Hyland said that writing is a method of expressing individual consequences and stresses the capacity of the person to create his own point of view. This means that writing is one of the most important skills to possess. Students will be able to learn various parts of the language by learning writing. Using grammar, punching and vocabulary, for the example. Also, writing is a letter or characters that fill in as an unmistakable indication of thought, words, or image. It can be concluded that writing is a broad sense in applying to a piece of paper to convey ideas, opinions, and feeling in forms of words or symbols.

In general, writing is the way how we send some messages from the writer to the reader. Writing is an action of process to discovering and organizing the ideas, putting them on the paper and reshaping and revising them explained by Meyer.[25] It means, that writing has many processes, first thinking about what one is going to say, write the idea down, then, after finishing the writing the writer needs to re-read the text and make changes and correction when necessary. Writing is also some way of the writer think or a way of thinking which is shared to the reader.

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[24]Murcia Marianne C., *Teaching English as a Second of Foreign Language,* (Boston: Heinle Publisher, 1991), 233
[25] Alan Meyers, *Gate Away to Academic Writing: Effective Sentences, Paragraph and Essays* (New York: Longman, 2005), p. 1

Based on Diana Phelps, she expressed that writing is something helpful, effective, and enjoyable or more all essential segment in this era.[26] Writing gives some happiness of someone to send a private message to their friends.

From all of the statements above, Writing is the way to think or give the writer's message to the reader that becomes part of the language or linguistic ability and also implies interaction.

b.   The Purpose of Writing

In the modern era, written language gives many kind of function in everyday life.[27] First to inform, it can gives some information about anything in writing. It usually applied on a newspapers, a magazines, non-fiction books, an advertisements, etc. Second to entertaining, writing can gives some entertainment for readers like light magazines, comic strips, poetry, and drama. Third to act, it is also applied in the public signs such as, on the streets or stations, on the product, on the labels, and instructions, etc. It is also used for the social contact of personal correspondence such as letters, postcards, and greeting cards. Fourth, to persuade, the purpose of writing are to persuading the readers to influence your reader's thoughts or actions.

The description above is intended for the general writer to publish. Writing has many other uses for students or several writing roles for students can also be named. First, writing can improve students academic performance. Second, writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers. Third, writing enhance personal and community relationships.

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[26] Trisha Phelps-Gun and Diana Phelps-Terasaki, *Written Language Instruction,* (London: An Aspen Publication, 1982), p .1
[27] Nunan, David, *Practical English Language Teaching*, (New York: McGraw Hill, 2004), P.84

5. **Teaching Writing**

a. Definition of Teaching Writing

The most significant purpose behind encouraging teaching writing is a basic language as significant as listening, reading, and speaking. Through writing, English language students can pass on a message to perusers crosswise over spots and time utilizing a composed structure EFL.

Brown said that, Teaching writing leads and facilitates learning, encourages students to learn, and establishes a learning situation.[28] The teaching of writing should be done fundamentally. So writing is additionally while speaking, reading and listening is given. In teaching, writing be create with different exercisess for variety, for the example, Games, Puzzle, Quizzes, Filling in form, Card sort, writing a paragraph dependent on pictures, Newspaper, Magazine, Articles, Ads, and so on. In teaching writing, the instructor can apply an appropriate method.

b. Rules of Teaching Writing

Coming up next are a couple of rules that each The teacher should decide whether it is a writing course or a course in which the writing has an impact when planning a course. These standards can be adjusted to a wide range of learning circumstances.[29]

Firstly, understanding students' explanations behind writing. The best guidance for write disappointment comes when the objective of the teacher are not in agreement with the students' objective. In order to achieve a good outcome it

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[28] Brown, H. Doughlas, *Principle of Language Learning and Teaching,* (San Francisco: Longman 2000)

[29] David, Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003),P.92-94

is important to understand both and to communicate the goals to students.

Secondly, offering students many opportunities to write. Writing normally improves learning. Writing should also provide students with various types of writing.

Third, make feedback supportive and important. Students want to make progress, however the result is not expected. The "Correcting" of the applicant should not be included in the reviews. Help for self-employed writers. The instructor should comment on some of the things that helped students find and the students correct the problems themselves.

Last, explain for educators and for students, how their writing will be assessed. Usually students think the written evaluation is entirely subjective. Students should know in this field what's going on with their learning in writing.

6. **Problems in Teaching**

This research has revealed that teachers and students have some issues during the learning process. The problems of teaching writing between students often involve teachers in teaching and learning. The following is an overview of the teachers and students problems in the classroom:

a. Student's Problems
   1. Limited of Vocabulary

      Vocabulary is the significant part of writing because the lack of vocabulary is an issues that regularly happens during classroom activity, it is become a essential issue for the teacher in any case the students. The teacher may think that its difficult to be dealt with. Even not the entirety students face the issue, having this sort of issue sure will be a limit for them, particularly in writing a paragraph or even a sentence.

      To order to solve this issue, teachers would think creatively and find the way to help their students through various instruments. This specifies, for instance, that the students can carry and open any form of dictionary during tasks or tasks. Michael Graves provides a framework for active vocabulary initiatives, promoting productive

instruction and the improvement of word awareness for learners.[30] The foundation of his instructional program includes a four-part approach to developing robust vocabularies. First is to provide rich and varied language experiences. The second is to teach individual words. The third is to teach word-learning strategies. The last is to foster word consciousness.

2. Grammar Problems

Grammar is very helpful for effective language skills. Written Grammar would decide how to develop to write a paragraph and how to understand ideas, in this context, teachers are often less conscious of their students. It is important to clarify each subject as clerly as possible and ensure that everyone reaches the teachers' goals. There are many ways of making a young learner a good learning environment. For example, many pupils should maintain their time when the instructor allows other pupils to speak before the teacher discusses their topic. This is because students will be properly educated in this way. The teacher can start using GTM in this situation to help students in grammar.

3. Lack of Motivation

The motivation in education affects how learners learn and how they act towards a subject, as Areej noted in his paper on the effect of motivation on student learning.[31]It can guide the actions of the students to specific objectives and can help them improve their efforts and resources.

In fact, some students believe that writing skills are among the most difficult skills in learning English because it's not done at this stage and writing with a better grammar, a lot of vocabulary and some other element will make it harder for young people to find the right theme

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[30] Michael Graves F., *The Vocabulary Book: Learning and Instruction Second edition,* (New York, NY: Teachers College Press).

[31] Areej, Al-Shourafa, *The Effect of Motivation on Jordanian 10th Grade Students' Writing Skill in English,* (European: October edition vol 8, Mutah University)

by writing a paragraph L1 and L2. The outcome of this study found that because of this the students will not even complete their assignment. Nonetheless, these teachers come back to learn how to attract the attention of students and to make students even the whole learning process.

4. Learning Environment

The environment has a particular role in the learning process. The study has found that students who are not really supported by their families, particularly those in a remote area. In the remote area where the people in that area believe that English is not important to their children, even worse if their parent only have their chidren as they wish. It's also often difficult for the teachers to teach in some areas. Most parents also believe that their children do not have to speak English but still have the cost to pay.

In addition, the uneven distribution and the imbalance of teacher deployment across schools and the urban and rural / remote territories are among the most significant issues in Indonesian basic education.[32] In some places that don't have English specialist teachers, it may also be a concern for students.

b. The Problems of The Teacher
1. Difficult to motivate the students

This study found that teachers are difficult to give some motivation to their learners because many students are not interested in studying writing. They believe that writing is a very difficult lesson and feel that writing is a boring lesson because when they need to make a sentence or paragraph, they need to get some ideas. Then, to make a good sentence the students must have a vocabulary and they have to know about the structure of the text to make a good paragraph.

As anybody knows that young learner doesn't like to remember some vocabularies and also grammar. So the

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[32] Amirul, M., *Teacher Employment dan Deployment: The Issues of Oversupply and Undersupply of Teachers,* (Florida State University, 2011)

teacher is hard to motivate the students if they don't want to do it. According to Yazzie Mintz, two of three high school students are bored every day in class-typically, because the work isn't interesting, challenging, or relevant for them.[33] In this situation, the teachers have some problem to give a motivation to the students and make them to be interested in writing.

2. Students difference level ability

Every student has different writing level ability. Some students have higher intelligence in which they can easily understand and doing all of activities with a good result. On another hand, there are some students that can not easily understand and get a good score because of their capability in English. In this situation, the student that can easily to understand will be interested and active with the lesson, but the students who have difficulty to understand the materials will become more passive and shy to speak up in the classroom. For this situation, the teacher feeling so difficult to manage the classroom and give the appropriate activities to the students with their differences.

B. Previous Study

To supporting and proving the original of this research, the researcher used some related of previous studies. In the first research entitled "Teacher Strategies in Teaching Speaking For Cadets" by Sofyan Gani, Maulidar Chaira and Abdul Samad Iskandar.[34] This study aims to improve the teaching-speaking techniques and the teacher's problems during a BP2IP Malahayati Aceh teaching and learning process. It also explored the responses of the students to teacher approaches through the involvement of two English teachers and two classes comprising 58 students. For their testing instruments, the data were collected through class analysis, interviews and questionnaires. The result revealed that in the BP2IP

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[33] Ethan Yazzie-Mintz, *Voices of Students on Engagement: A Report on The 2006 High School Survey of Students Engagement, (*HSSE 2006 Student Respondent, 2007)

[34] Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad, *Teacher Strategies in Teaching Speaking For Cadets*

Malahayati Aceh, teachers employed five methods to talk to cadets: role playing, drilling, games, image descriptions and also discussion group.

The second study from Siti Munawarah under the title "the strategies used by the teacher in developing students' confidence in speaking skills in grade 8 of Warga junior high school Surakarta".[35] These research aims are to describing the strategy that used by the teacherss, the teachers ' ways of facing the issue in eight-grade Warga Surakarta High-School. The teacher used an rolled-out technique in learning skills. This research found. Teachers encountered certain challenges and found solutions to the problem in the implementation of role play techniques. The author concludes being consistent with the stressful use of role-play techniques by the Warga junior school instructor Surakarta to develop the self-confidence and speech skills of the students.

The third study comes from Istianatul Mardliyah under the title "teacher's strategies in handling students' misbehavior in an English class of junior high school 22 Surabaya".[36] The purpose of this study is to understand the misbehavior of the students in the language classroom and how the teacher deals with the misbehavior of the students in the English language class. Almost all groups of abuse of students were noticed by the results of this study. We deal with personal stuff, use digital equipment, sketch, make friends, speak disturbingly or talk off the lane, etc. The finding also found that English teachers ' strategies for handling misconduct of the students were used to solve the problem quickly, to reward and punish them and to anticipate them.

The fourth study comes from Mitra Nurul Fitri under the title "the relationship between self-confidence level and students' speaking ability at the fourth semester of English study program of IAIN Palangkaraya academic year 2013/2014".[37] The aim of this

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[35] Siti Munawarah, *The Strategies Used by The Teacher in Developing Students' Confidence in Speaking Skills in Grade 8 of Warga Junior High School Surakarta*

[36] Istianatul Mardliyah, *Teacher's Strategy in Handling Student' Misbehaviour in an English Class of Junior High School 22 Surabaya, (Surabaya: UIN Sunan Ampel Surabaya, 2019)*

[37] Mitra Nurul Fitri, *The Relationship Between Self-Confidence level and Students' Speaking Ablity at The Fourth Semester of English Study Program of IAIN Palangkaraya, (Palangkaraya: IAIN Palangkaraya, 2014)*

research was to establish the correlation between the level of self trust and the ability to speak to students in the fourth six-month semester. This research case was of interest to the writer. Based on the final experience of a feeling of timidity, nervousness and fear of error in grammar and declaration, the confidence of students has made it difficult in English to communicate and to connect. On the other hand, the author saw the students who were trustworthy that they could connect and behave easily. Therefore, students need to build confidence in themselves. Based on the author's opinion.

The last study comes from Anna Kurniawati under the title "improving the self-confidence in speaking practice by using role-play technique for the eight grade students of SMP Muhammadiyah 3 Yogyakarta".[38] The goal of the study was to boost the self-confidence of SMP Muhammadiyah 3 Yogyakarta students using role play techniques. It tried to find the actual problems in the field and then solve them collaboratively. The study results showed that the self-confidence of the students has increased. In the teaching and learning process of speech, it has shown that the teaching of pronunciation by students, calling for student roll play, asking students to take part throughout classrooms and providing input have given students plenty of opportunities to practice roles in the role-spiel, the use of certain role cards, cue cards, colorful pictures and other corresponding acts.

From the several previous studies that researcher discussed, the researcher concludes that the first research by Khaira M, and the second research by Siti Munawarah has the similarity in discussed about the strategy in teaching speaking. The second research by Siti M, the fourth research by Mitra Nurul, and the fifth research by Anna has the similarity in the subject of the research there are students self-confidence. Four of the research used role-play as their strategy in those research.

Those previous studies were talking about teachers' strategies, speaking and students self-confidence in the different aspects. The finding of those previous studies informs the strategies that teacher used in teaching speaking influence the students self-confidence. Some previous study explained that role-play can develop the

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[38] Anna Kurniawati, *improving the self-confidence in speaking practice by using role-play technique for the eight grade students of SMP Muhammadiyah 3 Yogyakarta,*

students self confidence but it is stressful. In this research, the researcher focused on what is the teacher strategy and the problems by teacher in facilitating shy learners in English writing.
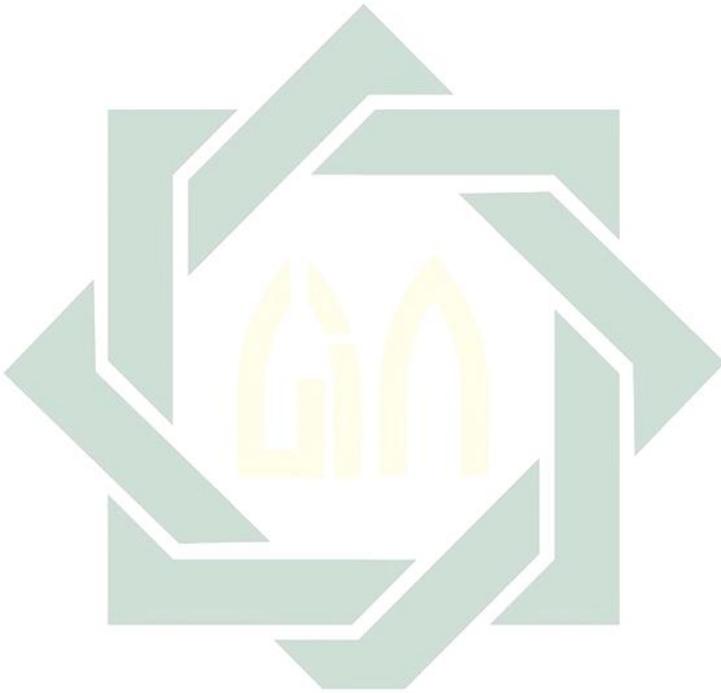
CHAPTER III

RESEARCH METHOD

This chapter deal with the research method and design, subject and setting of study, the data collection technique, the instrument of the research, and the data analysis technique.

A. Research Design and Approach

In this research, the researcher used descriptive qualitative methods to focus on the strategies used in the classroom. Qualitative research leads the researchers to understand deeply the phenomenon of the research subject such as behavior, perception, motivation, performance, etc, through a descriptive approach in the form of words.[39] Moreover, descriptive is used to know the phenomenon that occurs by the subject of the research written in the description form.[40] In addition, the qualitative research method include the use of qualitative data, such as observations, documents and interviews. In order to understand and explain a social phenomenon.

In this research, the researcher attempts to know the strategies that applying by the teacher to facilitating some students of shy learners in teaching English writing. The data were collected through Interviews oral and observe the English teacher during the lesson in the classroom.

B. Subject and Setting of Study

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[39] John W. Creswell, *"Educational Research Planning, Conducting and Evaluating Qualitative and Quantitative Reseach"* 4th Edition" (Boston: Pearson Education, Inc.,2010)

[40] Donald, Ary Et All, *"Introduction To Research In Education",*(USA: Nelson Education, Ltd.,2010)

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The research location was located in the English writing classroom at SMP Islam Al-Fatich Surabaya 2019/2020. The consideration in choosing the subject because this research needs to find out the strategies used by the teacher in facilitating shy learners in teaching English writing that suitable for this class.

C. Data Collection Technique

For gathering information, according to the Cresswell hypothesis. there were many kind of variaties in the data collection technique of qualitative research, like an observation guideline, documents, interview and audiovisual.[41] In these research, the researcher was using observation to know the real condition in the classroom and interaction activity between the teacher and the students to answer the research question. The researcher also interview the teachers to getting the information about the appropriate strategy that teacher used in facilitating shy learners. The researcher was doing the direct observation while taking documentation during the class.

1. Observation

   In this research, the researcher observed the teacher and students activity during the teaching process to find out the real condition in the classroom, where the students with a shy learner characteristic and how the teacher handle it. The researcher recorded several things that students and teacher interaction activity during the process of teaching and learning activity in the classroom.

2. Interview

   The researchers and English teachers conducted the interviews orally. When the researcher interviewed the instructor, the researcher used mobile telephone to record the response. The recording were very important because it can make sure that the information will be saved. interview results used as the primary data to answer the question of research relating to strategy for managing a classroom with a shy learner characteristic and the problem that will happen in the class.

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[41] John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, the 4th edition. (Boston: Pearson Education, Inc., 2010), 214.*

D. Research Instrument

This research instruments focuss on getting the data to answer the question of this research. In this research, the researcher used observation and interview as the instrument for collecting the data.

These particular tools that were needed by the researcher to collected all of data in this study.

1. Observation Guideline

Observation is a process of data collection that is typically used, and the researcher may fulfill many roles.[42] In this research, the researcher observed the teacher's strategies in facilitating a shy learner during the activity in the class. The researcher wants to know the application of the strategies and the problem faced by the teacher during the activity *(see appendix III)*.

2. Interview Guideline

The researcher interview the teacher, it has become the instrument in ensuring about the strategies that the teacher used in their classroom. In order to respond to the research question, the researcher also used interview guideline. The teacher may be used the different strategies between the prior days and the observation class, it depends on the situation of the class. When interview the teacher, the researcher also used the interview guideline *(see appendix II)*.

E. Data Analysis Technique

As described above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzes the data descriptively. In the context of this data analysis techniques, six stages are needed based on the theory of Cresswell. In order to find a relevant meaning in both research questions, it's necessary to help the researcher conduct the research.[43]

1. Collecting The Data

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[42] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th editions*, (Boston: Pearson Education, Inc., 2010), p.214

[43] Cresswell, John W., *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4 Edition,* (Boston: Pearson Education, Inc., 2010), P.214

The researcher gathered all of the data. that includes the result of observations, field notes and the result of teachers' interview

2. Reading all of data

In this progress, the researcher gathered the data. All the data is read by the researcher to get the necessary information about this research. While reading the data, the researcher can give notes in the data. The researcher analyzed the data by doing interview, observation, and listening the audio recorder. Then, the researcher transcibed the data.

3. Preparing and Organizing The Data for Analysis

The researcher organized the data depend on the information. Here, the data were arranged into different types relate to teacher's strategies in facilitating shy learners.

4. Coding the Data

In this stages, the researcher analyzed all of the data obtained. The researcher identifying which data that the researcher needed to be used or the data that needed to be reduced.

5. Interpreting the of the result of the Findings

The analyzed data explained in chapter 4 of this study; finding and discussion. The findings related to the theory mentioned above. Finally, the last step of analyzing data conclude the whole research.
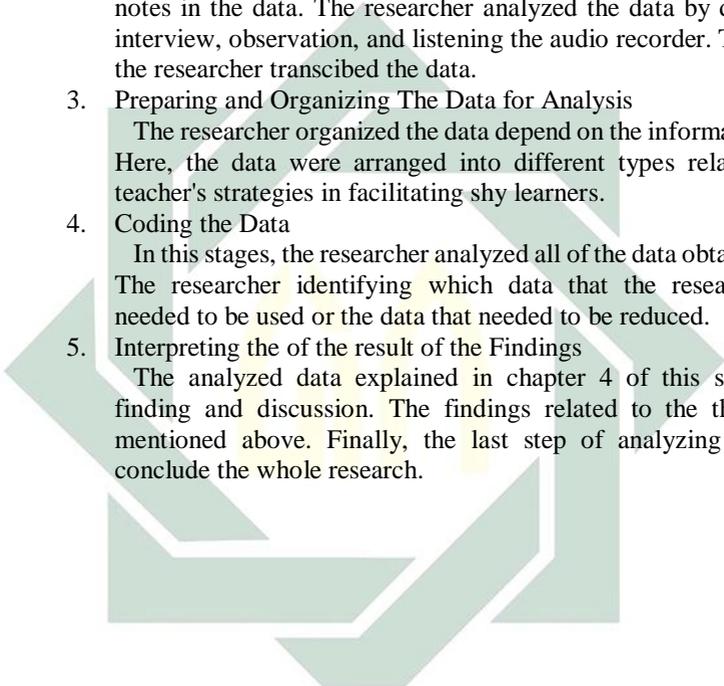
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher want to describing and analyzing the data which are obtained during the research. In this study, describes the result of the data in the finding part. In the discussion part, the study discusses the finding related to the theory described in the previous chapter. The discussion is about the teachers' strategies in facilitating shy learners in teaching english writing and the problems in facilitating shy learners in teaching english writing.

A. Findings

This study conducted the research at MTs Al-Fatich Surabaya. This research was conducted from 9th of September- 21th of September 2019. On 9th of September 2019, the researcher have made appointment with the English teacher before doing observation and interview section. For obtaining the data this research held observation and interview as the instruments of this research and then the data were analyzed to answer the research question. There are two research question that related with this research study; 1) What are the teachers strategies in facilitating a shy learner in teaching english writing? And 2) What are the problems faced by the teachers in facilitating a shy learner in teaching english writing?

1. Teacher Strategies in Facilitating Shy Learner in Teaching English Writing

To find out the data about teachers' strategies in facilitating shy learner in teaching English writing, to obtained the data, the researcher used observation to looking at the process of teaching and learning in english writing classroom and recorded the activities in the classroom during the teaching and learning process and used observation checklist sheet as the guideline in the classroom observation.

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The researcher categorized the findings which consist of strategies of teaching that used by the teachers when teaching writing class and also the interaction activity between the teacher and the students in the learning process.

a. Group discussion

Actually, group discussion is very commonly founded in the teaching and learning process. In addition, group discussion strategy is the strategy that very useful for teaching in the class.

As it is on MTs Al-Fatich Surabaya, especially in the third grade of junior high school, the teachers mostly used group discussion in their teaching and learning process. In three times during observation the teachers always used grouping to their activities. In the first observation, in the class of 9d the teacher remind the students in the previous meeting about label and give a litte explanation before devide them in some groups. After that, the English teacher applied group discussion until the end of the class. The teacher control the activities and helping the students when they did not understand and do not know the vocabularies. Same with the first observation, in the second observation, in the class of 9b the teacher divided the students to be some groups and explain how should they do with their groups. Before that, the explained the materials about make dialogue and the students must make the dialogue with their group. In the third observation, the teacher ask the students speak up what they write in the previous meeting. There were 30 students in one class. The teacher usually divided them to be some groups that consist of 3 or 4 students in a group. The teacher divide the groups by counts 1 until 8, so they can be divided evenly.

In the first and second observation on 9th and 21st of september 2019 in 9D and 9B classes, the teacher implemented group discussion in the middle of the lesson until the end of the lesson (while and post activities). In the first meeting material was about labels and the second meeting the materials was about

dialogue text. While in the third meeting on 22nd of september 2019 in 9B class. The English teacher applied group discussion in the beginning of the class and then the students must give two person of their groups to speak up their dialogue text that they were write in the previous meeting.

In the teaching and learning activity, the teacher was standing in front of the students. The teacher opened the class and checked the attendance lists of the students by calling their names at the beginning of the lesson. The teacher then asked the students what they had to do at the previous meeting.after that, The teacher explained to the students about the materials.

After explaining the materials to remind them, the teacher divided the students to be some groups that consist of 3 or 4 students. The teacher divided them by ask the students to count from 1 until 8. Then, the teacher giving the instruction about their task.

In the first observation, the teacher was talking about labels. In their group discussion, every group must have 2 sample of product and then they must separate between the ingredients of the product, materials, expired date and the procedure to used the product. After that, the students cut each part of the labels and put it on the paper that has been provided by the teacher. In the second observation, the teacher was talking about dialogue text. In this meeting, the students must write a dialogue between two or more person that consist of simple present, simple past, and simple future in their group. The teacher gave different theme in each group, so they can not duplicate to another group.

In the process of group activity, the teacher always walking around the students to monitoring the discussion. The teacher joined every group to understand their problem and give their solution. The teacher as a facilitator, so the teacher control the activity

of the students and help them that they did not
understand and the vocabularies that they did not know.
Picture 4.1.1 Grouping discussion activity in English

classroom

In addition, based on the classroom observation,
there were some classroom activity occured during the
application of group discussion strategy. The
interaction happened from beginning, middle, and the
end of the lesson during the class activity, the activity
occured between teacher and students (as whole class).
When the teacher greeting the students and asked
students' condition after checking their attendance in
the beginning of the class. The teacher explained the
materials that was studied in the previous meeting to
follow up the lesson. After that the teacher divided the
students to be some group and gave them the instruction
that they must do in their group discussion.

Picture 4.1.2 The activity between students and teacher before they did their group discussion

The second was the activity between teacher and students (as individual). In the groups discussion activity, the teacher moved around the students to control the group discussion. The teacher joined to every group and asked students about the difficulties of the lesson. The teacher helped them about the problems. Mostly, the students asked to the teacher about the vocabularies of the word.

The last was the activity between student-student, when the English teacher instructed them to be a group, so they must talked to each other about the task. The students must discussed about the materials to their groups' friend and do their work together to finish their task. In group discussion activity, the students are required to work together and help each other in do their task. So, there were many interaction that can make

students especially shy learner to be more active in the classroom.

Picture 4.1.3 asking and questing activity between students and teacher during group discussion activity

The picture above described the interaction between the Engish teacher with the students in asking and questing the materials. The teacher gave additional explaination to the students that did not understand about the materials or the teachers' instruction. It was very helpful to the students that difficult to understand the English lesson.

b. Games

Games is also one of common strategies applied in the classroom activity, because it can make students to open up and be more active in the classroom. Game usually helped the students feel relaxed. The researcher found, Games were also used by English teachers as

strategy for teaching and learning. The teacher used puzzle picture games that applied in the lesson. Puzzle picture is several pictures that not organize well that related with a certain of familiar stories. In a group activity, the teacher gave the students a puzzle picture and the students must to sorting the pictures and put in the right order. After that the teacher asked them to make their own stories that still related with the story of the puzzle picture.

In the beginning of the lesson, The teacher showed the students some random pictures about Tangkuban Prahu. The teacher asked them what a story that consist in the picture. The teacher invited the students to sorting the picture together and talked about the story of the picture together. Afterward, the teacher explained to the students about the text in front of the class. The teacher gave them explaination about narrative text and the structure of narrative text.

In the middle of the lesson, the teacher devided the students to be some group that consist of 3-4 students. The teacher divided the students by counts numbers to combine all of students levels. The group is made up of a mix of students with varying levels of intelligence, such as intelligent, medium and low. Then, the teacher told them about the instructions and the rules that the students must implemented with their group works. After that, The teacher gave each group a different puzzle picture. In that pictures, there were stories that they ever heard before inside the pictures. They must sorted the pictures into the right places and guess the story behind the pictures. After all of the picture was arranged in orderly, every group should discuss with their partner about the stories. After that, students have to write a stories based on the picture according to their own version. In the end of the lesson, the students must be present their discussion about the story and read their own story in front of the class.

The teacher always monitor and control the activity with joining their groups. To make sure that

every students do the activity, the teacher told to the students that every students must be working with their groups, so it can make every students to be active. The teacher helped them if there any difficulties.

Picture 4.2.1 Teacher and students activity in the classroom

There were some classroom activity happened during the application of this strategy. In this strategy, the activity between teacher and students in a whole class, the activity between teacher and students as individual, and the activity between students and students. In the beginning of the lesson, the teacher greeting the students and opening the class. The teacher leads students to the materials in that day. After that, the teacher explained the materials to the students. It is the interaction activity between teacher and students in the whole class.

Picture 4.2.2 Teacher explains the lesson in a personal

In the middle of the lesson, the teacher made the students to be some group and played the puzzle picture games. In this activity, the teacher just to controlled and monitored the way of learning activity. The teacher walked around to the students' group and talked to each group if they have a problem. The teacher just facilitated them in that activity. It is the activity between teacher and students in individually.

Picture 4.2.3.The activity between students in their group

In the implementation of the activity, the students must be active. The students were talked to their partner and discussed about the materials. There was no student that did not have any activity. Every person have differents duty in their group. It made them to have the interaction with their partner. There was the interaction between students and students.

2. **The Problems in Facilitating Shy Learner in Teaching English Writing**

After the researcher did the observation in the classroom to get the teacher's strategies in facilitating shy learner in english writing. The researcher tries to find out the problems that may occur during the teachers' strategies to facilitate shy learner during the learning and teaching process by conducting interview with 2 English teachers at SMP Islam Al-Fatich Surabaya who teach English in 7 and 9 of Junior High School classes. Therefore, the result of interview and observation are combined to find the result.

a. Limited of Vocabularies Knowledge

For the first problem is students' less vocabularies. The result of the interview from the English teachers, the teacher stated that the main of students' problem is lack of vocabularies. The students were really hard to master the vocabularies. they were easily to forget the vocabularies that they learned in the previous meeting and some of students did not want to repeat the vocabularies that they got from the the teacher in their home again. The students thought that English is not really beneficial for their life.

Mrs. Dika said, "not only for shy learners but for all of students, they are getting difficulties in vocabularies, actually they want to speak up but because of the limited of vocabularies finally its' made them down and unconfident with theirself."

However, according to the result of the interview above, the teacher stated that the students are difficult to master the vocabulary. they have limited of vocabularies and they were easily to forget the vocabularies because the students did not use the language in their daily activity. The students just focusing on their dictionary without having to memorize the vocabulary. Therefore, its' make them down and unconfident with theirself but, there is also the students who did not have many vocabularies but still so confident.

b. Lack of Confidence

The second problem that teacher faced in the classroom is the lack of confidence. Based on the observation research, most students did not believe in learning English because the students feel that English is one of the hardest lessons. The reason for students is because English was not their mother tongue or the students ' daily language. English was a foreign language. They felt that they difficult to memories the vocabularies and they felt very difficult to understand the materials that was explain by the teacher.

c. The Motivation of the Students

The third problems are students' motivation. The teacher stated that many students got difficult in vocabularies and made them feel down and unconfident with theirself. The limited of vocabularies made the students difficult to understand the lesson. If the students did not understand the lesson from the beginning, finally it makes them to be no interest and motivation in learning English. After that, students don't want to practice the vocabulary at school, so many students have forgotten the vocabulary. That makes difficult for teachers and students because of the students' limited vocabulary. Many students think that learning english is very difficult and they do not feel comfort with the english lesson, so they did not have some motivation to learn english. *Mrs.Dika said "ya karena dianya itu dari awal sudah ga paham akhirnya dia ga ada minat gitu, karena beberapa yang saya ajar begitu dia paham, bu saya sekarang suka bu..karena paham."*

d. The Class Condition

The result of the observation in the classroom activity, the condition of the class were more crowded when the teacher applied the group discussion because the situation was semi formal and the students face their friends closer and the teacher asked them to talk and discussed the task with their groups. This situation made the students have many opportunity to talk more and some students were joked with their friends. Not only inside the group but also the students could scream to their friends who were in the other group, that made the classroom get more noisy. In addition, when the teacher come to other group there were some students who came to another group to offend their friends. The teacher could not control all the students in a time when the teacher helped the another students.

B. Discussion

In this research, this study discusses the findings which have been described above by reflecting on the related theories in chapter II to each problem stated. Those are teacher strategies in facilatating shy learners in teaching english writing and the problems in facilitating shy learners in teaching english writing.

1. **The strategies used by the teacher in facilitating shy learner in the classroom**

   In the first research question of this study asked about teachers strategies in facilitating shy learner in writing class. According to the definition of strategies, Brown explained that Strategies are methods for trying to solve the problem or assignment, operating modes for the achievement of a particular design to control and manipulate data.[44] In a teaching framework that includes a general education and a source action plan, Majid said that the strategies are a comprehensive approach to achieve the educational goals, which is explained in a theoretical edge or some theory of education.[45] While in this research, strategies meant the teacher's way, tool and effort to facilitate shy learner in teaching english writing. There are some strategies that was identified in this study in facilitating shy learner in teaching english writing, such as group work, games, cooperative learning, etc.

   However, the findings showed there were two strategy used by the teacher in facilitating shy learner in teaching English writing during the observation. Those are group work and games such as puzzle picture. Based on those definition, with appropriate strategies probably can facilitate students to be more active in the classroom activity.

   The first is group work. Group work or group discussion is a human member whose interactions that facilitate them to achieve a mutual goal through interactions.[46] According to Harmer , he shows that a good strategy is by grouping students, this means to

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[44] H. Douglas Brown. *Principle of Language Learning and Teaching.*(United States: Longman, 2000)
[45] Abdu Majid. *Strategy Pembelajaran.* (Bandung: PT Remaja Rosdakarya, 2013), P.07
[46] Kenz, M.A., Greg, J.B. *Effective in Theory and Practice,* (Massachusetts: A Pearson Education Company, 2000), P.4

make students work on the expected goal.[47] As it is so for the English teacher in MTS Al-Fatich Surabaya that use group work as their strategies in facilitating shy learner. Based on the observation and interview, this study found that the teacher used the group work strategy to facilitate shy learner to be more active in learning and more confidence to said their opinion in writing. Although it is a common strategy, it can bring the students to be more active and make students talking to each other. Because group discusssion activity need the students to talked to each other and the students have more confidence to speak up their opinion in their groups' partner.

There were some kind of activity between students and teacher in this strategy. The first was the interaction activity between teacher and students in a whole class. When the teacher explaining the materials, asking question, responding students question and giving feedback. The second was the activity between teacher and students as individual. When teacher answer or respond the question, and give feedback to student in each group. The last was the discussion activity between students, in group discussion students need to talk to each other to discuss the materials with their friends. With the kinds of activities in learning, students can more expressed their feeling. Students can felt more enjoy with the learning Because there was not only the interaction between students and teacher but also they have interaction to talked with their friends. It was make shy learner to speak up and active with the lesson. This strategy can facilitated students with the types of shy learner to become more confidence and active in the activity.

The second is games. According to Warschauer and Healey games were often used to improve motivation and genuine communication habits, as games were conceived as a fun tool for language teaching.[48] Games is an activity that is intended to make shy students open up and be more active in the classroom. It also helps them feel relaxed. It should be noted, that game is

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[47] Jeremy Harmer, *The Practice English Language Teaching.* Fourth Edition (Pearson: Longman, 2001)

[48] Sorensen, B.H., &Meyer, B., *Serious Games in Language Learning and Teaching-a theoritical perspective* (2007)

not purposed to create competitiveness, as much as it serves as an icebreaker that would put students at ease, and especially shy students. Such activity helps students be more willing to take part in classroom interactions and discussion.

Based on the interview, the English teacher applied puzzle picture games as their strategies to facilitate shy learner in teaching English writing. The teacher hope the strategy can facilitate shy learner to become active in the classroom activity and open up to the lesson. Puzzle picture games is a game that bring the students to matched the random picture into the right place and told the story behind that picture with their own language. Puzzle picture games contained some random picture that have a stories inside the picture.

The study found that the strategy can bring students more active and enjoy with the lesson. Because with this strategy students did not get stress to the lesson and it can attracted them to be comfort with the lesson. The teacher hoped the strategies can bring students motivation in learning English.

There were some kind of activity between students and teacher in this strategy. The first was the activity between teacher and students in a whole class. The teacher opening the class, explaining the materials, applied the puzzle pictures game to the students, asking question, responding students question and giving feedback. The activity between teacher and students(as individual). When teacher controlled the activity and help the students to answer or respond the question, and give feedback to student in each group. The last was the interaction between students, in group discussion students need to talk to each other to discuss the materials with their friends.

2. Problems in applying the strategies to facilitating shy learner

The finding showed that the problems were less of vocabularies, lack of confidence, the motivation of the students and the condition of the class.

a. Limited of vocabularies knowledge

The first problem is less of vocabularies. This problem is was found in most of students in MTs Al-Fatich. It was because the students were very difficult to master the vocabulary. They were easily forgot the vocabularies that they learned in the previous meeting and some of students did not want to repeat the vocabularies that they got from the the teacher in their home again. The reason for the students is that English was not their first language or students' daily communication. The students were not use English in their life. They just learned and use the English vocabulary when teaching and learning process in the classroom. The students thought that English is not really beneficial for their life.

b. Lack of confidence

Most students felt that they could not learn English because they imagine English to be difficult to learn. Because English is not their first language or their daily language, so that make them difficult in learning English. English was a foreign language. They felt that they difficult to memories the vocabularies and they felt very difficult to understand the materials that was explain by the teacher. That's makes them fell unconfidence with theirself.

Confidence refers to the view of itself of an individual. Confidence is also a matter of self-esteem.[49] According to the statement above, in , teacher stated that the level of student confidence can be affect to their achievement. In the other hand, students will tend to close themselves if they do not have a confidence, so they can not develop the ability. In choosing a learning strategy the teacher must be clever in.

c. Motivation of the students

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[49] Santrock, *Perkembangan Anak Edisi 7 jilid 2,* (Terjemahan: Sarah Gen B, Jakarta: Erlangga, 2011)

Many students got difficult in vocabularies. It was made them feel down and unconfident with theirself. The limited of vocabularies made the students difficult to understand the lesson. If the students did not understand the lesson from the beginning, so it will makes them to be no interest and motivation in learning English.

According to Broussard and Garrison, broadly define motivation as "the attribute that moves us to do or not to do something".[50] With motivation students can easily to do their activity and they would be active and enjoy the lesson. Based on this explanation above, teacher engaged innovative methods like group discussion and puzzle picture, so the students did not get bored quickly to the lesson.

d. The class condition

The condition of the class were more crowded when the teacher applied the group discussion. the situation was semi formal and the students face their friends closer and the teacher asked them to talk and discussed the task with their groups. This situation made the students have many opportunity to talk more and some students were joked with their friends. Not only inside the group but also the students could scream to their friends who were in the other group, that made the classroom get more noisy. There are many distraction and activity of the students that make the situation of the class to be crowded. It can be issue of distraction because the students will have less respect to the teacher.[51] According to Harmer, he stated, it is difficult for the teacher to get students attention.[52] It is caused the students seat closer between other students, and better visibility for students and it is also more appropriate each other.

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[50] Broussard,S. C., & Garrison, M. E. B., *the relationship between classroom motivation and academic achievement in elementary school-aged children*, (Family and Consumer Sciences Research Journal, 2004) p. 106

[51] Nurmala, *The Effect of U-Shape Seating Arreangement on Speaking Ability of The Tenth Grade Students,* thesis Journal; Mulawarman University Samarinda (2014).

[52] Jeremy Harmer, *How to Teach English Second Edition; Edinburgh Gate; Pearson education limited* (1998).

This has similarities with the study from Siti Munawarah who conducted a research entitled "the strategies used by the teacher in developingb students' confidence in speaking skills in grade 8 of Warga Junior High School Surakarta". Those research also focussed on describing the strategy that used by the teacher and the teachers' ways of facing the problem. There were differences this study and the previous study, it can caused by some factors. The first, Siti Munawarah' research result found that the teacher used role-play techniques as the strategy of the teacher and this research result found that the teacher used group discussion and games as their strategies. In those research, role-play techniques can develop the students confidence but it's stressful. In this research, the result showed that group discussion can facilitate shy learner because the students can more open up and students will be more enjoyed the learning.
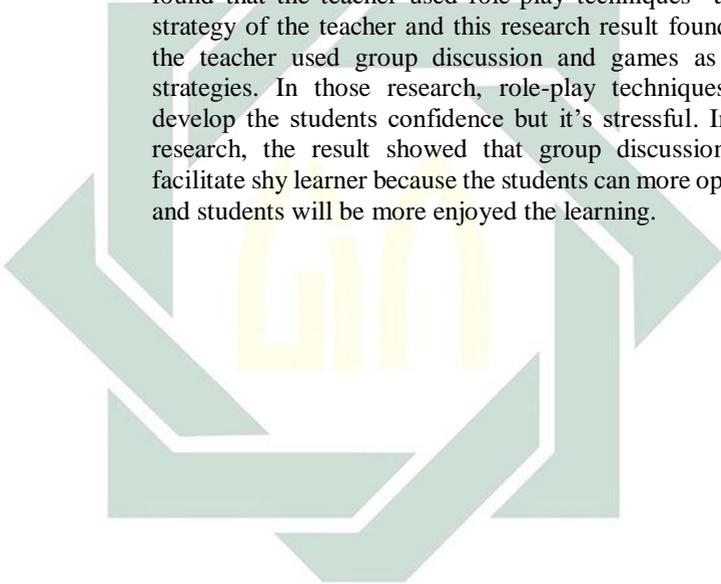
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provide the conclusion and suggestion of the research. The conclusion is covered from the statement of the research problems while the suggestion is intended to give information to the English teacher and or the next researcher who are interesting to conducted the similar research.

A. Conclusion

To see what the study found in previous chapter, the study needs to conclude those two. There are the conclusions of this research:

1. The strategies that the English teacher used in facilitating shy learners in teaching English writing at SMP Islam Al-Fatich Surabaya are group discussion strategies and games. In addition, the researcher also found out kind of activity between the teacher and students during the implementation of the strategies. The activity between teacher and students in a whole class. When the teacher explaining the materials, asking question, responding students question and giving feedback. The second was the activity between teacher and students as individual, when teacher answer or respond the question, and give feedback to student in each group. The last was the discussion activity between students, in group discussion students need to talk to each other to discuss the materials with their friends.

   With many kinds of activity that involve all of the students in the learning can make the students espescially for shy learner more easily to expressed their feeling. That strategies can help students espessially for shy learner to become more active with the lesson, students can felt more enjoy with the learning and they can easily to understand.

2. The problems which the teachers faced during implementing the strategy in facilitating shy learners in English writing at SMP Islam Al-Fatich were students limited vocabularies, the second

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is students less of confidence, the third is the motivation of the students, the last is the condition of the classroom. Those four problems were founded when the teacher implement the group discussion and games strategies.

B. Suggestion

The researcher proposed some suggestion to the English teacher in Junior High School Students and the next researchers. these are the following points:

1. Suggestion for the teacher

The teachers need to consider what kind of strategy used in the classroom. It is regarded the purpose of teaching and learning. It will be better if the teacher not only focussed on the strategy that they will applied to the classroom but also the solution of the learners' problem that the teachers' found during teaching and learning process.

2. Suggestion for the next researcher

The researcher has figured out about the teachers' strategy in facilitating shy learners in teaching English writing. The researcher wants to presents a suggestion for the next researchers in conducting a further research that still have related to this study. In this study, the researcher only takes the teachers' strategy. Especially the researcher only does the research on the teachers' strategy in facilitating shy learner in teaching English writing. For the further researcher, they can do the research on the teachers' media in facilitating shy learner. In addition, the weakness of this study can also to be some references for the next researcher in order to complete the study.

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