

LAPORAN PENELITIAN

TEACHERS' BELIEFS AND PRACTICES ABOUT TEACHING OF WRITING: A PATHWAY TO HOLISTIC TEACHING

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Abstrak

Penelitian ini mengkaji apa yang diyakini dosen (Teachers' beliefs) tentang pengajaran menulis dan praktek (Teachers' practices) yang dilakukan di dalam kelas berdasarkan apa yang diyakininya. Dosen dituntut untuk melakukan pengembangan profesional secara terus menerus, sehingga, penelitian ini menjadi alat untuk melihat bagaimana para dosen mengembangkan profesionalismenya khususnya berkait dengan pandangan dan penerapan pengajaran holistik. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data diperoleh dari 10 dosen Writing baik dari UIN MALIKI Malang atau dari PTAI lainnya. Data berupa jawaban para dosen terhadap kuestioner terbuka yang terdiri dari 3 pertanyaan: 1) Apa yang diyakini dosen tentang pengajaran Writing?, 2) Bagaimana keyakinan tersebut mempengaruhi praktek di kelas?, dan 3) Kegiatan apa saja yang dilakukan untuk membuktikan hubungan antara apa yang diyakini dengan yang dilakukan?. Hasil penelitian menunjukkan bahwa dosen memiliki keyakinan tentang berupa pandangan bahwa menulis merupakan aktifitas terkait dengan sistem formal, proses kognisi, aktifitas sosial, isi, ekspresi kreatif, dan fungsi teks. Praktek di kelas menunjukkan bahwa orientasi atau pandangan dosen berpengaruh terhadap kegiatan di kelas. Pengajaran holistik menjadi target utama dalam melihat keyakinan dan praktek dosen. Dari hasil menghubungkan aspek-aspek tersebut, ditemukan pengajaran holistik berupa upaya dosen dalam memenuhi kebutuhan spiritual, emosional, fisik, dan intelektual sudah terlihat dalam pemngajarannya. Melalui penelitian ini, kita dapat memperoleh pemahaman tentang apa yang menjadi kebutuhan, ekspektasi, dan tujuan para dosen dalam pengajaran.

**TEACHERS' BELIEFS AND PRACTICES ABOUT TEACHING OF WRITING:
A PATHWAY TO HOLISTIC TEACHING**

**CHAPTER I
INTRODUCTION**

Teachers as the essential factor in effective teaching has become topic of research interest among educational researchers. Teachers studies are conducted from many different angles. From investigating teachers' teaching strategies, teachers' professional development, and teachers' experiences. Another important aspect to know from the teachers is their teaching beliefs and practices. Diab (2009) conducted research on teachers' beliefs about language learning. Diab's research reveals that exploring teachers' beliefs is the starting point to know teachers' needs, expectation, and goals. Moreover, Khanalizadeh and Allami's research (2012) also confirms that investigation on the teachers' beliefs is significant to do.

This research is about the teachers' beliefs about EFL writing, specifically, seen from the way teachers allocate the teaching activities leading to holistic teaching. It is expected to give better understanding about the beliefs and practices, and which both of beliefs and practices associate to holistic teaching. At UIN Malang, the exploration on the teachers beliefs and practices is still not a major attention among the academic members, therefore, the research can be the initial framework for further researches.

The reason of exploring the teachers' beliefs and practices toward holistic teaching is mostly based on the situation today. Global challenges expect people to have strong capability on every single human aspect including being whole person who is balance in both cognition, affection, and psychomotoric aspects. It is crucial to build human resource having strong interconnectedness of experience and reality, and of the surrounding context and environment to have a sense of meaning and give meaning to life. This challenges any institutions to provide that. The spirit of holistic education

offers the great chance for developing human beings with a global conscience, a vision of peace, love, and intelligence (Nava, 2001 in Jafari, et.al, 2012). The concept of 'wholeness' attempts to avoid excluding any significant aspects of the human experience (Jafari, et.al, 2012).

The area of education contributes much on reaching the goals. The strategic role of education creates possibilities of making the whole individual. It can be reached through various learning strategies employed by the teachers. In the context, EFL language teachers as one of contributing elements are expected to facilitate the students into stimulating classroom activities. The teachers are responsible for bringing the students become the actor of the learning process which is commonly known as student-centered learning. It directs to become holistic person who learn best when s/he encounter whole ideas, events, and materilas in purposeful contexts, not by studying subparts isolated from actual use. They must aware of the connection, the relevance, and the tide between the classroom and outside. The EFL learning that requires both teachers and students to have strong connection to outer aspects is EFL writing course.

In the area of EFL writing, most teachers are using process approach to faciliate the students to be able to have good writing skill. The approach has been applied for years ago until now. It was the beginning of the shift toward more holistic teaching. The process oriented writing class tries to see writing as the way to make the students feel that writing is discovering meaning and involving many stimulating aspects for students' writing skill. Rohmah (2009) conducts a classroom action research to improve students' writing skill using autonomous writing instruction. It indicates that process becomes essential point to write. Beginning with finding topic, doing library research, drafting, editing and revising, and subitting.

The research encourages the students to be independent writing, and makes them aware of the back and forth process of writing. The effort to create whole/holistic writing instruction can be also reflected from a study of narrative inquiry on autobiographical writing done by Rohmah (2008) entitled 'Facing the complexities of writing: my journey as EFL learner and teacher' that reflects the researcher's journey for better writing instruction. Her narrative inquiry shows the long way of her engagement

with product and process approaches in her EFL writing class. The journey is the evidence of bringing initial stages toward whole/holistic EFL teaching of writing as the shift from the traditional method of teaching which is commonly focused on microaspects of EFL not involving other aspects, macroaspects, Ling (2012).

Many strong efforts done by EFL writing teachers to have effective, wholeness-oriented, and student-centered teaching. As stated at the syllabus of EFL Writing at university that are oriented to academic writing challenges the teachers to teach writing holistically. Rohmah (2010) does a descriptive qualitative research on using annotated bibliography to improve the students' developing ideas skill in essay writing. The result shows that involving macroaspects of writing like allowing students to explore objective resources and make the annotated bibliography help them to be aware of referencing system. It is the small leading activity to start holistic teaching in writing.

Based on the informal discussion and teachers' consortium, it is found that the EFL writing teachers have done various activities facilitating students to more effective teaching. Most activities derived from process approach. All teaching practices and activities are mostly derived from the beliefs they hold. Moreover, it is very significant to explore EFL writing teachers' behavior patterns and their viewpoints about the pedagogical application of holistic teaching in EFL writing classes, specifically about the EFL writing and its teaching, and the way it should be taught. A research done by Pimsarn (2012) shows that whole language teaching makes his students feel more comfortable to learn English and to write more. Process-oriented writing class: pre-writing activities (listening + speaking tasks), reading task, peer discussion, writing first draft. What he got from his experience and success in handling the classroom as the representation of his beliefs about holistic teaching.

It has been accepted idea that teachers' way of thinking and understanding are very crucial component of their teaching practices. Language teachers themselves may hold certain beliefs about language learning that will have an impact on their instructional practices and that are likely to influence their students' beliefs about language learning (Harrington & Hertel, 2000; Horwitz, 1985; Peacock, 2001; Richards

& Lockhart, 1996; Yang, 2000 in Diab, 2009:15). The beliefs, then, influence the way the teachers conceptualize the tasks and contextualize the idea in the classroom. The teachers' beliefs play important role in their development because teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, to their conception of their place within it (Khanalizadeh & Allami, 2012:334).

It will give detail description about the teachers' viewpoints on holistic teaching. Moreover,

The research answers the following research problems:

1. What are the teachers' beliefs about EFL teaching of writing?
2. How do the beliefs influence the teaching practices?
3. How do the teachers teach EFL writing representing holistic teaching?

The objectives of the research are to give details description on the teachers' beliefs about EFL teaching and holistic teaching of writing that underline their pedagogical practices. Also, it is to explore the way the teachers teach EFL writing representing holistic teaching.

This research is very significant to explore the EFL teachers' belief about EFL writing and holistic teaching. Specifically, it provides several significances, those are, firstly, it gives awareness on the importance of seriously thinking about teaching for betterment. Secondly, it will the time for the EFL practitioners to understand and learn the information given by EFL writing teachers who have day-to-day practices and experiences in teaching EFL writing. Other teachers, then, can make the exploration on the teachers' beliefs as the life lesson and the supplementary knowledge to adapt in their own EFL writing classroom. Moreover, for the institution, the research can be intellectual resource to make better policy in teaching and learning process, and the guideline to plan professional development activities associated with specifically holistic teaching in language learning and globally holistic education at university level.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about the essential ideas of EFL teaching of writing. Starting with the idea about the teachers' and its significance to explore, the relevance between the beliefs and the teaching practices focusing on holistic teaching, holistic teaching, EFL writing, effective teaching in EFL writing, holistic teaching in EFL writing, writing orientation, and previous study.

2.1 Defining the Teachers' Beliefs

Exploring the teachers' perception, view, and mental process has been major concern since 30 years ago. It is very important research interest because the exploration provides information about what are the teachers' beliefs and how the beliefs affects their teaching practices, the way they see their works, the mental process of preparing the works. Moreover, the beliefs also show the teachers' instructional thought, the actions they do in the classroom, and the decision making for teaching problems.

Khanalizadeh & Allami (2012:334) exposes some definitions from Thompson (1992), Pajares (1992), and Williams & Budrn (1997) related to the teachers' belief such as teacher's belief is a complicated phenomenon that involves various aspects. Beliefs might be defined as one's personal views, conceptions, and/or theories. Belief systems represent a personal guide by helping individuals define and understand the world and themselves. Teachers' beliefs play a central role in the process of teacher development because teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it.

The beliefs can from any aspects of teachers' life including their beliefs about the teaching of writing. It becomes more complex since teaching writing involves many aspects. The complexities of writing, then, raise different kinds of beliefs. It hard to see

writing from one single point of view. With the fact that writing is complex, the teachers' belief will be diverse. So far, teachers of writing have a long debate about what writing skill to acquire, how to teach, and what activities to do in the classroom.

2.2 Basic Concept of Holistic Education

The historical background of education pioneers influenced their point of view about education. The discussion on progressive educators is incomplete without mentioning some names such as Johann Pestalozzi, John Dewey, Maria Montessori, and Rudolf Steiner who had pioneered the idea that education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child (Miller, 2014). Miller (2005) explains some important intellectual sources that make the existence of holistic education influence education practice today. Starting from the idea of wholeness of all phenomena, joyful and suffering-mind and matter-human and non-human-so on, meaning it is to synthesis and integration rather than separation. The second is the life is not mechanistic but meaningful. The complexity of life and human being should not be seen only from cause and effect relationship and like calculating machine. Every human is unique who has brain and capability diversity. Every of them brings her/his own way to know the world. This second point produces the concept of multiple intelligences by Gardner.

The third source is derived from the ecology. The mainstream thinking will directly choose reducing pollution, preserving wild life and endangered animals or producing new technologies to save the nature, while holistic point of view will firstly, building ecological awareness, and creating sustainability. This does not say about human domination on nature, but more focuses on the relationship and the link between all aspects of life. Focusing on the involvement of spiritual and psychological dimensions to make relation with other people, living species, and the nature as a whole. The educational setting also cannot be separated from this view that criticize the conventional schooling. The former way of teaching science used mechanical way by teaching scientific facts about nature different from holistic way of cultivating a direct,

active and experiential relationship with the processes of life. Completing between meaningful and spiritual relationship with the nature becomes the main goal.

The fourth is the emergence of globalist and transnationalist brings strong influence to holistic thinking. Being global and having strong relation with outside circle of our life is the major part of holism. We cannot ignore that human has national citizenship and cultural heritage, but it does not mean s/he being separated from others. Self identity is a must and to make it stronger, one should experience global context.

Another influential source is contemporary feminism through the idea of inclusiveness, nurturing, emotional expression, embodiment, peacefulness, cooperation and equality that represent all aspects of human for having harmonious and peaceful relationship as the main goal of holistic thinking. Moreover, the value of equality, nonviolence, caring being applied in educational context represented by the relationship among teacher and students in class. The classroom situation applies 'partnership' where every member shares the same values and contributes to create meaningful classroom atmosphere.

In 1988, some educators in Tucson, US made a movement called Whole Language Umbrella (WLU) which was based on whole language tenets held by all whole language educators (Watson, 1994). She stated that they believed that:

1. A holistic perspective to literacy learning and teaching
2. A positive view of all learners
3. Language as central to learning
4. Learning as easiest when it is from whole to part, in authentic context, and functional
5. The empowerment of all learners, including students and teachers
6. Learning as both personal and social, and classroom as learning communities
7. Acceptance of whole learners including their languages, cultures, and experiences
8. Learning as both joyous and fulfilling

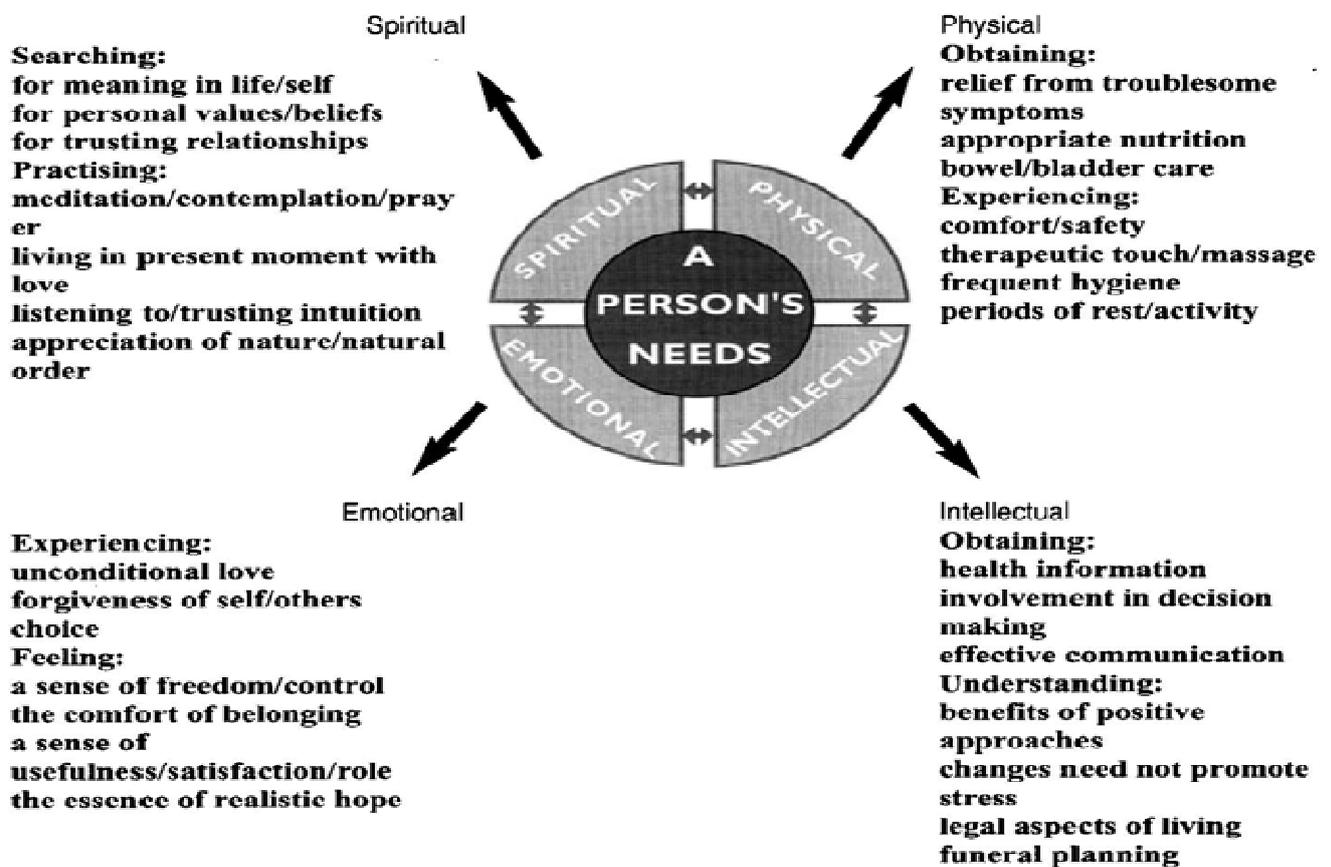


FIGURE 1: THE CORE MODEL AND A GUIDE TO HOLISTIC CARE

The figure illustrates the holistic care in health area. People having problems with health will rapidly have good recovery if they meet the all needs, emotional, spiritual, physical, intellectual, for that. We realize that different area will have different ideas about holistic view, however, the universal holistic view can be applied to any area of life including education. Holistic teaching also called Whole Language Approach raised into ELT methodology in 1980s . It was based on the belief that language is a whole; therefore, it is to be taught as a whole (Çekiç, 2010). He states that traditional education tends to be static and fragmented, ultimately promoting alienation and suffering (p. 179) while holistic education focuses on the relationship between the whole and the part and suggests that teaching and learning approaches need to be rooted in a larger vision.

The idea of wholeness and interconnectedness of experience and reality becomes the major feature of holistic education as it is represented to the mentions four pillars of learning in holistic teaching Çekiç (2010) those are:

1. Learning to Learn. It deals with the capability to empower the individual's skill on exploring, questioning, developing curiosity, intuitiveness, and creativity. Through these series of activities, the students direct themselves to be independent learners as they have their own way and responsibility to manage themselves gaining the knowledge.
2. Learning to Do. It refers to the ability to adjust with instructional context in which the students are expected to be able to in a team. It also deals the involvement of hard and soft skills which expects students to know what to do and how to do in the learning process.
3. Learning to Live Together. It leads the students having ability to cooperate with other people, respect and appreciate the diversity, share knowledge, and negotiate ideas. Students can have sensitivity and awareness to cope with the situation around.
4. Learning to Be. The aspect of it is the dscovery of oneself. Knowing that the self has lots of capabilities and soft skills help students become whole person. Being able to discover his/herself stimulates his/her potential on memory, reasoning, aesthetic sense, physical capacity and communication/social skills, developing critical thinking and exercising independent judgment, and developing personal commitment and responsibility.

These four pillars has been promoted by The International Bureau of Education, UNESCO as the pillars for 21th century education. It provides life long learning which now, also becomes one implication of KKNi (IQF) stated by Dikti (2012) those 4 implications are: 1) Setting the types and levels of higher education, 2) Equiting the quality of Higher Education graduate/alumni (formal edu should be accountable), 3) Facilitating life-long learning/education, 4) Developing internal quality assurance (through the curriculum and graduate qualification descriptor).

Those four pillars challenge the teachers being able to contextualize them in their real classroom or bringing the ideas into the practices. Moreover, their identity as EFL teachers challenges them to be able to translate national mission into the class. One way to accommodate the realization of the pillars of education can be reached through better understanding and willingness to holistic teaching.

In the area of ELT, holistic teaching firstly applied in reading instruction as stated by Ling (2012) that traditional method used in EFL teaching reading in China mostly focusing on traditional grammar and microlinguistics not involving other aspects such as culture and larger units of language. Bomengen (2010) strengthen that teaching aspects of reading separately is not effective and it does not give the students sufficient chance to be independent and able to develop their constructivistic skill.

Blanton (1992: 291) explains that a whole language unit is likely to be successful if it meets the following criteria: 1. The unit engages students' interest. Any teacher should give students facilitating the students' interest become the major consideration of applying teaching activities, 2. It requires students to communicate meaningfully. Teachers are required to provide any space encouraging both teacher and students to communicate in meaningful way by allowing open discussion and collaborative activities, 3. It surrounds students with language that they can understand. The teachers' position as a model indicates that 4. It challenges students to think, 5. It provides students with the opportunity to interact with others. 6. It presents students with text-related tasks to perform. 7. It requires students to listen, speak, read, and write. 8. It is student-centred, while being content-oriented. 9. It integrates language functions and language skills. 10. It increases students' self-confidence and self-respect.

With the focus on content, linguistic skills take their rightful place as ways and means that students—and all of us—communicate. This keeps language whole; and it keeps language real, not artificial. Students learn better and faster when surrounded by real language. Moreover, holistic teaching has been implemented in language teaching and has brought strong effects to classroom situation and students which makes a teacher should become holistic teacher. The following criteria from Patel (2003) suggests that a teacher is expected to:

1. Have strong orientation about the students by initially asking ‘What type of person do you expect to become?’. This question lets the students to construct his/her personal as the core element of holistic approach. By encouraging students to be close to themselves, teachers is trying to position students as the center of the learning.
2. Elicit the students’ construction systems to create true meaningful interaction. Before asking the students to learn the subject, it is suggested to introduce subject knowledge, for example a teacher will teach essay writing and to emphasize that planning in writing is important, students are asked what they understand by essay planning. Responses like ‘using outlining’, ‘by brainstorming ideas’, ‘by mindmapping’, ‘by reading relevant articles’ are elicited from students. Next, the teacher come to the point that planning is one of important stage in essay writing.
3. Enable students to make connection between the construction system and the taught subject knowledge. Making the connection engenders the ownership of the taught subject knowledge. Teachers should contextualize the learning through involving students to make decision, to make something make sense, and to take lessons from the learning process.

2.3 EFL Writing

Writing has been one of language skills involving many aspects of the language. It needs grammatical accuracy and proper word choice. It involves well-organized ideas and logical content. Moreover, the current discussion on EFL Writing about various orientations of writing brings another challenge for EFL teachers and learners. Formal system of writing commonly found in the last decade which focusing on proper grammar, correct development of ideas, and rigid standards. It has been familiar with product oriented. The cognitive system has been apply to accomodate the students’ need to experience the process of writing. This system allows the students to discover the meaning through writing.

At the university, EFL writing is learnt by students of English Department which is emphasized on academic writing. It is divided into some levels depends on the university need and characteristics. Commonly, it has three levels. Writing I aims at improving the students' skills in paragraph writing. The skills are reflected in the ability to write good topic sentence, introductory sentences, supporting sentences, and concluding sentences in coherent and cohesive paragraph. Different types of paragraph are introduced during the writing process. Ranging from narrative, descriptive, expository, and argumentative paragraphs.

Writing II aims at improving students' skills in essay writing. The longer piece of writing the more expectation arise. The ability to write good thesis statement, introductory paragraph, body paragraphs, and concluding is challenging. Moreover, the ability to keep the coherence both within and between paragraph also become the major skill to have. What makes Writing II is more complex is the text types that should be written. It requires students to be able to write exposition in the forms of definition, cause and effect, chronological order, and classification. Writing III aims at improving the students' skills to write argumentation. It requires students to find debatable topic, debatable thesis statement, pro argument and contra argument, refutation critically and respectfully.

With the high standard competence to achieve, Writing course should facilitate the students not only with the systematic rules of academic convention which is called micro skills of writing but also macro skills. Teaching writing meaningfully is the paramount target. The teacher as the facilitator is expected to bring writing class out of the box. Being in the box is still needed, but with the different learning outcome, of course, the teacher should think deeply about giving more than that. Thinking that writing is also the place for students to represent or to voice their beliefs and values that should be respected. Thinking that writing as the way to train students about respecting each other, that writing is a freedom, writing is the place to be critical and respectful, and so on. The teaching of writing is place where the teacher can meet the students' spiritual, physical, intellectual, and emotional needs.

2.4 Effective Teaching of Writing

Some ideas come up to confirm about the principles of teaching writing.

Howthorne and Jesson (2010) define effective teaching of writing are:

1. That writing is an essential learning that students need if they are to participate meaningfully and successfully in the modern world. The writing activities in the classroom should direct to the preparation of facing the modern world tradition. Students are needed to learn writing which is relevant to what they need in the future. They will find rapid development on every areas, therefore, all teaching practices and materials should be able to prepare them. They should be familiar with internet online resources, the issue of plagiarism, and academic convention.
2. That what teachers do makes a difference to how well students learn to write. Teachers play important role in creating activities. Involving relevant activities which help students to experience every single stage of writing is a must. It is important to make students aware of the various stages in writing and the expected outcome from each stage. Starting from drafting, writing, editing, revising, and publishing gear the students to shape their writing.
3. That all students are able to improve their writing. This is clear indicator but very difficult to reach. The improvement can be seen from the way the students formulate the thesis statement/topic sentence, the way the students' develop the ideas, the way they organize the essay, the language, the content, and the mechanics.
4. That students learn best in a supportive and nurturing environment. As one of critical attributes to effective learning, the teaching and learning process should be able to develop the students' writing skill. Each student has right to explore the ideas, to work collaboratively, to get the feedback and guidance, to express their point of view, to feel safe, and to sharp their intellectual capacity.
5. That students' own interests, backgrounds and goals are important to acknowledge and include in writing programmes. Writing class is the place to be

free in expressing ideas based on their topic of interests. It is also the place to accommodate diverse backgrounds and goals representing in the students' writing.

6. That effective writing is linked to effective reading. The role of evidences in convincing the argument cannot be debated. Any relevant information from other resources are a must in academic writing. This view is based on the fact that objective evidences make the writing logically accepted.

2.5 Holistic Teaching in EFL Writing Classroom

The more ten-year teaching experience of the research has been important point to see the development of the writing instruction. Current process oriented method becomes the initial stage leading to holistic teaching.

The teaching of English writing at university in Indonesia has been focused on academic writing. At the department of English Language and Letters, EFL writing has been taught as a series of compulsory subjects. EFL writing subjects have been divided into Writing I, Writing II, and Writing III. Writing I enables the students to write a good narrative, descriptive, and expository paragraph. Writing II enables the students to write a good essay in various forms. Writing III enables the students to write a good argumentative essay (UIN Malang, 2012).

The teaching pedagogy applied in EFL writing classes has been dominated by the product and the process approaches since composition textbooks and methods (and sometimes research on writing) are influenced by these approaches Canagarajah (2002). Canagarajah also argues that "in a state-of-the-art essay on L2 writing, that the dominant approaches have been grouped around four foci: form, the writer, content, and the reader" (p. 29). The form-focused has been widely known as the product approach. The writer-focused has been a feature of the process approach. The content-focused has been widely applied in academic writing. The reader-focus has emphasized the way writing is influenced by the values, expectations, and conventions deriving from the students' field of study (p. 30). The long history of the EFL writing pedagogy proves that the demand of better teaching practice is a must. Some previous studies above are

small examples to facilitate the students with more holistic teaching even it still needs to have further discussion to be real holistic teaching.

Contextualizing the idea of holistic approach in the teaching process is based on Patel (2003) that holistic teachers are expected to have these following criteria: 1) holistic teacher is sensitive of knowing the types of the students. Teachers must encourage students' personal construct, 2) holistic teacher elicits the students' construction system through meaningful communication on students culture, way of thinking, 3) the holistic teacher enables students to elaborate their construction system and then relate the taught subject knowledge to it, and 4) holistic teacher is able to develop critical students for generating knowledge, questioning, and learning

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is qualitative research as stated by Angrosino in Latief (2013, p. 75-76) that aims at understanding human behaviour by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed view of the people who have been studied. This research explores the teachers' belief about EFL writing and holistic teaching in their EFL writing class. It also describes the pictures on the way the teachers teach EFL writing that is close to the value of holistic teaching.

3.2 Data and Data Source

The data are the teachers' viewpoints on EFL writing and holistic teaching, and the teachers' explanation on the way they teach EFL writing representing holistic teaching. The data are taken from 9 EFL Writing teachers at English Language and Literature Department. The instruments to get the data are questionnaire and semi-structured interview with those teachers. The use of open-ended questionnaire in collecting the data is to find out what teachers think about EFL writing and what teachers do to make their their EFL writing class becomes holistic. Semi-structured interview as it is flexible to gain other important information that can still arise (Dawson, 2007). There are some lists of specific questions on EFL writing, and also lists of topic to be discussed. To record the interview, the researcher uses both recording and note taking. Recording is done by using recorder is that the recorded information can be played back several times. Note taking is done by checking the alternative answers and writing some additional information as necessary.

3.3 Data Collection

Based the background and the research problems stated before, the data are collected by having interview with the EFL Writing teachers. At the first time the

researchers make an appointment with them to fix the schedule. At the beginning of the interview, the researchers give general explanation about the research topic and any technical terms used in the research. The researchers give the open-ended questionnaire and explain several points to the participants helping them gaining good comprehension on the questions. After having the participants' written answers, continuing to the interview. Beginning the interview with the basic concept of EFL writing lead to general idea of it. The semi-structured The individual interview is conducted soon after having fixed appointment with the teachers. The interview is focused on the four questions addressed in this research.

3.4 Data Analysis

The data analysis is begun with the review on the results of the interview. The data are described from the teachers' belief, the teaching practices, and the explanation on the teaching practices apply. Each teacher's answer is arranged one by one to have comprehensive information. The beliefs are seen from the teachers' opinion, viewpoints, and logical explanation. The application of holistic teaching is seen from the teachers' experiences in the classroom connected with the holistic theory. The problems are mostly from the instructional context. The solution is about the way the teacher finds better activities, tasks, and materials to facilitate the holistic classroom.

CHAPTER IV

FINDINGS AND ANALYSIS

This chapter presents the data findings and analysis. The organization of this chapter is based on the research problems. The findings and analysis are presented each individual teacher's answers.

4.1 Findings

The findings is organized into one by one answer. The reseacher give symbol T1, T2, T3, and so on to represent Teacher 1, Teacher 2, Teacher 3. For each teacher, the data findings and analysis for each teacher is arranged based on the research problems:

1) What are the teachers' beliefs about EFL teaching of writing?, 2) What are the teachers' beliefs about holistic teaching in writing? and 3) How do the teachers teach EFL writing representing holistic teaching?.

T1

She holds the beliefs that teaching EFL Writing, especially academic writing, is the same as teaching logical thinking. She focuses on shaping students' thinking to be logical, systematic, and critical. She finds that teaching writing is challenging since she feels that she herself has succeed yet in having better writing skill. In shaping those capacities, she motivates herself to teach writing different from other teachers. The first stage is teaching logical and systematic way of thinking because she thinks that this is very essential element to avoid jumping logic from most students. To the following stage, she focuses on grammar accuracy. The two stages are done during the writing practices after the students got the knowledge. She realizes that the time consuming activities are giving feedback and comments.

In the classroom, then, she firstly explains about the model and concept of writing. For example, to write descriptive paragraph needs to know its characteristics. At the writing process, it is started from brainstorming to find main ideas and stating the topic sentence. The next important step is finding supporting details, and the process is

closed by outlining. As soon as outlining finished, there is an intensive discussion to develop the outline. This is to aware the students on to do next. Coming to the practice session, students are writing their descriptive paragraphs. The outline is the indicator to say whether they can continue to the next type of paragraph or not.

She believes that every student has different speed to write. If a student has good performance in writing the first paragraph, s/he can continue to next other types of paragraph. It means that, she accept the students' individual difference. To make sure that students are ready to write the 2nd paragraph, the teacher asks them to the handout used. When they found unclear concepts, it is not difficult for them to solve since they have very strong understanding on the basic concept they learnt at the beginning of class session. With this method, each student will have different numbers of paragraph to write. There is a student writes 10 paragraphs, another one writes 9 or 5 paragraphs only depends on their capability. The teacher designs the classroom atmosphere into relaxing one by allowing students listening music, drinking, enjoying the snacks during writing practices. And also, the teacher gives flexible rule like whenever students cannot attend the class session, she still allows them to submit the paragraphs.

Analysis

She views that writing as a formal system which focuses on grammar accuracy and proper use. She challenges herself to be good writer as the way to bring students into real model. She holds that starting from teacher herself to think logically, critically, and systematically. This becomes the challenge for all writing teachers. This is not easy since not all teachers have that capacity. The beliefs she holds, absolutely, affects the way she teaches. Shaping the students' way thinking is her paramount goal. Her activities such as brainstorming, outlining, drafting, and revising are close to the idea of writing seen as cognitive process in which she activates students' mental process in writing.

One interesting point from her way of teaching is giving much attention on students' level. Each student experiences different learning stage depending on his/her capability. This belongs to one aspect of holistic teaching. The teacher tries to appreciate

natural development of students which is close to spiritual need fulfillment. This is also close to the emotional need of the students. She gives students freedom to decide whether they are ready for next essay or not based on their own readiness. Applying the spirit of holistic teaching gives allows students to experience meaningful learning. As a teacher, T1 understands how to treat students without neglecting their needs. Moreover, T1 also facilitates the class with relaxing situation by allowing students drinking, eating, and listening music while writing. To some extent, this is strange, however, in the holistic teaching perspective, it is meaningful for students since they need comfort learning situation. It means that T5 is giving the students' physical need.

T2

She believes that to achieve maximum, a student should have good grammatical knowledge, and students experiences long process to have quality writing. Moreover, she believes that the more students read the required references the better writing they have. When teaching, she believes that students must have good grammar knowlegde in taking writing class. She gives many assigments to support the writing skills, those are paraphrasing, quoting, referencing, writing introduction, body and concluding paragraphs. She also asks the students to read more the suggested handout followed by discussion on its content. The handout covers about the writing steps. The teaching activities employed are group and class discussion, doing assigments, student-teacher session, and quizzes.

Analysis

There 3 beliefs found from T2, those are writing as a formal system, writing needs process, and reading affects writing. From the beliefs, it is clearly seen that T2's writing orientation is writing as a formal system which means that she puts having maximum grammar as the primary element to have good writing skill, and also students need long process to write as writing also involve more reading. It deals with the orientation that writing focuses on text cognitive process. To facilitate all her beliefs, she gives more practices and assignments which encourage students' intellectual needs.

When students are assigned to paraphrase, quote, make reference, write introductory, body and concluding paragraphs which means that before and during writing students have time to obtain information to make decision which one is the most relevant information to support the topic. This shows that T2 comes to the aspect of holistic teaching since she fills the students' intellectual need.

When T2 focuses on asking students reading a lot, she is trying to aware students of the importance of reading in writing. In the holistic education point of view, this belongs to the way to meet students' emotional need, especially, the sense of usefulness. This is the way of showing that reading before and while writing is a must. When giving student-teacher consultation, the teacher focuses on genre/social activity, and also the students' spiritual need, listening to, is given.

T3

She has several beliefs about the teaching of writing: it is challenging since it requires various skills to teach such as teaching students how to read effectively and critically for supporting details, how to select appropriate language/words, how to quote and paraphrase, therefore, it needs sufficient time. The teacher realizes that she is not the only one person who knows everything, she believes that students have experiences on it. She also views that writing needs more practice than theory. In her writing class, she places students' motivation and greater willingness as important aspects in her writing class. She appreciates working in group is better than working alone to stimulate students' active involvement.

She believes that teaching for adult learners must be positioned herself as less active person in class, hence, she emphasizes on student learning centre. She gives many writing practices since she believes that it is more important than theoretical information. Direct feedback becomes her way to check students' writing. Facilitating the students to work together brings positive effects in their final assignment. Group discussion is done when analyzing a model of essay through details look, until they make conclusion about the model. After that, students do writing practice, and the

teacher gives feedback both written and oral. There is an explanation if the students get stuck understanding it.

Analysis

Having many beliefs of teaching writing shows the complexities of writing. She starts from herself that teaching writing need teacher's experience in writing. It challenges herself to learn more about writing. Her orientation toward writing that writing as a formal system directs her to emphasize on appropriate language/words used for academic essay. T3 also inspires from the idea that teaching writing spends sufficient time to guide students. Asking students to learn how to quote and focuses on more practices than theory. Many spaces provided for students like assignments, classroom discussion, writing practices as the representation of the long process of writing.

The holistic perspective sees this as the way to have spiritual need. Having her own beliefs or values influences the way she treats her writing class. Her beliefs and values give great influence when she sees herself as one who is still in the process of learning. To fulfill students' intellectual need, she suggests effective and critical reading. Her beliefs that no excellent or stupid students are born directs her to see all the students' differences. By having student-centered learning centered can help to accommodate students' need for having effective communication as the reflection of students' intellectual need for holistic teaching.

T4

She believes that teaching of writing is not merely guiding students to develop their writing skill. It is a complete package covering various skills needed as L2 learners. They are grammar accuracy, various types of genre, deconstruct meaning from the reading process to develop the content of the composition, organizing ideas, critical thinking covering reading- brainstorming-outlining-discussing-drafting-peer reviewing-revising-publishing. Writing teacher takes a significant role as class facilitator. The teaching practices will not be successful when the goal is to improve students' writing habit merely through a lot of assignments. In the teaching practice, students need

teacher's guidance to step by step develop their skill, teacher's modeling the ideal process of writing as well as teacher's monitoring and feedback during the whole process.

The activities are discussion on English academic writing which requires a lot of reading to develop their knowledge on both writing competence and topic familiarity. The second phase is finding ideas for writing which is done through brainstorming followed by outlining. The third phase is class conference which provides opportunity for students to share their thought and get feedback not only from their teacher but also from their peers. The fourth phase is drafting in which students also need the support from others in the form of peer reviewing activity. They can learn from identifying their peers' strength and weakness to improve their own writing. The fifth as the final phase consists of revising their draft based on the feedback given by the teacher which is followed by publishing the writing to reach larger audience. It can be done on printed such as wall magazine or mini magazine, or online through class blog or social media such as facebook group.

Analysis

The beliefs of teaching of writing can be described in several points starting from firstly writing as a formal system since the beliefs direct to accuracy in grammar and correct word choice. Secondly, writing a social activity since it deals with facilitating the students for being able to write in various types of genre and to reach larger audience. Thirdly, writing as a cognitive process since it involves writing process such as reading-brainstorming-outlining-discussing-peer reviewing-revising-publishing. She still argues that teacher's guidance, monitoring, and feedback to step by step process become key factor in teaching.

The phases done during teaching process represent what is called as focus on content in which the teaching requires a lot of reading for writing competence and topic familiarity. If we see from holistic views, it meets the students' emotional need as it helps them to experience the usefulness of reading for successful writing. Giving time to have brainstorming and outlining is also the effort to fill the students' emotional need

since the students get a freedom to explore as many relevant ideas as possible. The emotional need also can be seen from the way when students have class conference which means that they should feel sense of control by the audience. Therefore, they should be careful and wise to meet the readers' expectation. The students' spiritual need is facilitated through peer reviewing activity that allows students to identify the peer's strength and weakness. By applying this, the teacher encourages to bring trusting relationship.

At the final phase, the teacher's expectation on publishing in printed such as magazine or mini magazine, or online like blog or social media, deals with the fullness of the students' intellectual and emotional. Through the use of different media to share their writing, the students involve in decision making how to create effective communication in order their writing can be read informatively. When the students reach satisfaction on their best design of media to share the writing, it is the clue that their emotional need is reached.

T5

In T5 writing class, he places himself as facilitator who liberate students to explore and develop ideas. The teacher cannot force students to follow his ideas. He sees that the teacher's role is to give feedback both in correction and comments. Teacher of writing helps to evaluate what students have chosen to write concerning with correct grammar construction. The teachers' evaluation is given during planning, writing, and revising sessions.

Mostly, he emphasizes on intensive and controlled writing. Starting with written grammar exercises and controlled writing which he views that it does not expect much creativity from students. Through guided writing, he sees that its flexibility does not tight teacher but it stimulates students' grammar accuracy. In addition to self-writing, T5 lets students to write to themselves as the audience, the concrete examples are diary and journal writing. T5 gives display writing to anticipate students' needs on essay assignments, and research report. They become one important academic skill to master.

Analysis

The first writing orientation is writing as a formal system. It is seen when the teacher evaluates the students' writing involving grammatical rules. The view is also reflected when there is controlled writing in which the teacher exposes the students with grammar exercises. It focuses on stimulating accuracy awareness. His teaching of writing also emphasizes on writing as a cognitive process since it involves planning, writing, and revising. When he assigns students to write diary and other personal aspects, it means that T5 view that writing as focus on creative expression since he gives students to share personal meanings.

There are some aspects of holistic teaching that can be found in T5 teaching practices. Firstly, it is seen when T5 liberates the students to explore their ideas. He thinks that teacher cannot force them to follow his ideas. His role as facilitator clearly seen from feedback session. What T5 does is fullfilling the students' emotional need. The purpose of liberating students is to give them sense of freedom. Moreover, the students can rely on their peronal values and beliefs to decide what to do and how to do. Another clue of holistic teaching is when students are enganged with self-writing activity. It is the place where students personally can note their thought, feeling, and reaction. When it is used, the teaching of writing tries to meet the students' spiritual need since it helps students to contemplate about their personal aspects.

T6

He uses the word 'process' to the teaching of writing. He gives extensive practices both in-class and out-class. He does not start with writing paragraph but with yes-no questions on paragraph development to develop students' linguistic awareness, specifically on grammatical aspects and semantic competences. As he puts 'process' as the key term in his beliefs, he provides more room for students to practices 80% and 20% for theoretical enrichment. This is based on his view that the more practice, the better. He equips students with revising and editing skills. When displaying a students' paragraph, he encourages other students to analyze the coherence and cohesion.

He also gives personal assistance to the students, therefore, students can take advantage to have better writing before the submission. This is useful to help students become more aware of what make sense and what does not.

Analysis

At the point of the beliefs, T6 has several beliefs about the teaching of writing. The first belief is writing as formal system. Having much attention on grammatical aspect, coherence, cohesion, and semantic competence is its characteristic. The second belief is writing as cognitive process which means that the teaching activity equips students with skills of revising and editing. T6 also believes that in teaching writing the more practice the better.

The holistic perspective can be seen from some activities. First, when the teacher assigns the students to have small research on the topic of interest. It deals with the mainsteam they are going to choose whether Linguistics or Literature. The point to remember that this is an effort to meet the students' emotional need. When students are able to state which one is the choice supported by logical evidences, it is about reaching the essence of realistic hope. Making hope from their choice. Second, when the teacher gives personal assistance which is the time for the class to have intensive discussion before the submission. It is to ensure that students are on the right tract of writing the essay. This is the way to meet the students' spiritual need since it allows them for searching meaning whether the writing makes sense or not.

T7

She believes that teaching of writing gives influence on the students' writing skill which then she facilitates students to process approach writing class. The recursive process makes students being able to improve the skill of writing. In line with the influence on the students' language, the teacher gives enough space for students to improve it during drafting, revising, editing, and whenever the publishing time comes, the students are ready to do. The influence on the students' way of thinking seen from the way she connects between the topic and the students' social background so the

students have their own ideas to express. Related to the influence on the students' attitude, the teacher gives chance for students to compare and contrast L2 and L1 to stimulate the sense of similarities and differences. To reflect the influence of teaching writing on the students' culture, T7 asks students to highlight the difference between the culture of L1 and L2 as the way to make students being able to take a stand when they write in English or Indonesian.

By doing those series of activity, T7 wants to stimulate students' multiple intelligences since the activities encourage them to read, to write, to tell, to express, etc. The examples are exposing the students with controversial topic from newspaper, allowing students to do library research, mind mapping, and doing peer-correction.

Analysis

The beliefs about teaching writing are reflected from T7 answers are writing as a formal system, writing as a process, and writing as a social activity. When it is considered as a formal system, the teacher gives students chances to improve their language (structure and vocabulary), and mechanical stuffs. When he views as cognitive process, it can be seen through the process approach applied. Starting from drafting, revising, editing, and publishing. Related to writing as social process, there are two features reflecting that. Firstly, teacher involves as a task that can shape students' way thinking through internalizing the text with their own language and relate to their social background. Secondly, as writing is the self-representation, therefore, students are given chance to recognize the difference between L2 culture and L1 culture. This is to aware students that difference linguistic context requires different rules, even, there are still universal rules to follow.

The teaching practices are absolutely influenced by her beliefs. Moreover, those practices also describe the holistic teaching. All activities are to dig up students' multiple intelligences. Students get the benefits from reading before writing and writing itself. The linguistic intelligence is strengthened through exposing them with controversial topic in newspaper. The interpersonal intelligence is gained from sharing the mind map, and when students do peer-correction. There many chances to facilitate

students with more interactive writing process. What the teacher does, for sure, it means that there is a fulfillment of students' spiritual need because it lets students to listen other ideas. The emotional need is seen from the time when students respect others choice.

T8

T8 believes that the teaching of writing is an effort of a teacher to develop the students' writing competence by equipping them with any skills needed in producing good writing product covering: The theories/concept of types of texts, the skill on how to use the language correctly in standard English which covers grammar, vocabulary/diction, and mechanics, the skill on how to organize their ideas well which include unity, coherence, style, etc., the skill on how to proceed the ideas effectively to produce a good writing product (mainly with "the writing process" method). Reflecting the beliefs, T8 sees that the writing teacher is the facilitator and motivator in developing their writing competence.

As a facilitator here means that the teacher should facilitate the students with their need; make them understand, help to solve the problem, give the solution when it is needed, and assist them during the teaching learning process. As the motivator means that since developing students writing skill is matter of habit, the teacher should motivate them to have writing habit outside the classroom since it will help much to develop their skill. As she mentions that her class's orientation is on process method, therefore, she applies pre writing, drafting, revising, editing, and writing final product.

Analysis

The data tells that the first belief about teaching writing is writing as a formal system. It can be seen when T8 focuses on correct grammar, diction, and mechanics. Another indicator that T8 views that writing as a formal system is from some micro aspects such as coherence, unity, and rhetorical styles. Her second writing orientation sees writing as cognitive process. Applying process features from pre-writing, drafting,

revising, editing, into writing final product clearly supports the mental process of writing.

The holistic teaching features are reflected from some points. T8 locates herself as motivator for students. She gives hard efforts to improve students' writing competence by teaching aspects covered in writing. Moreover, her view writing is a matter of habit influences her expectation that students should keep writing outside the class. Hence, she arranges and manages them to sharpen writing habit outside as the way to keep the writing sustainability. At this point, T8 tries to meet the students' intellectual need since she gives positive approach in developing students' habit.

When placing herself as facilitator, T8 tries to assist students with academic intimacy. The pattern of relationship is very close not building a gap between her and students. This reveals what is meant by fulfilling students' spiritual need since the teaching process gives students the way of searching for trusting relationship. The pattern of relationship also reflects that T8 serves unconditional love through one of her efforts to help students solve the problems of writing

T9

She believes that teaching writing involves both process and product. In conducting classroom instruction, she does not focus on the 'theory' only, but mostly in writing practices, thus the students are able to produce their piece with high motivation and confidence. T9 also believes that writing as a process, and she ensures that scaffolding in writing so far have 'energizing' students write. She also views portfolio as best authentic assessment for my writing class.

Moreover, she thinks that in teaching writing, a teacher does not need to talk a lot, what the teacher need to is he/she must be able to make the students write. Therefore, make sure the students are able to produce their piece as the students' product. One important thing, I always believe the saying 'leading by example'. Never claim yourself as a writing teacher if you don't write. Show your writing to your students then they would believe that they also can write as you do.

Analysis

The writing orientation can be found from her belief is writing balances both process and product. When teaching of writing is seen a process, it deals with cognitive process. And, when teaching of writing is seen as a product, it deals with formal system. The scaffolding becomes the outstanding feature of its mental process.

From T9 answer, she relies heavily on students' portfolio as the way to assess their writing performance. The holistic perspective sees this way as powerful step to build meaningful assessment. T9 meets the students' physical need on giving appropriate way to see the writing through documents showing step by step students improvement not directly see the final product. It makes students feel comfort as they have guarantee that their progress will be seen objectively, and will be appreciated. This situation is also called the fulfillment of the students' physical need.

Less talk behavior from T9 gives great impact to the classroom atmosphere as it is not teaching about writing but it is teaching how to write. Therefore, students gain much time to write. This behavior of course does mean to let students go without guidance, but this is for experiencing students to be independent who can take charge on their own learning. Students can choose their values and ideas. Students are more free to explore their ideas without feeling pressure to follow what all suggested by teacher. The students are involved in decision making as the subject not the object. It trains them to be brave of taking risk and finding the most suitable

Teaching by example is very powerful educational value. T9 is not only busy with giving so many exercises to the students, but she is responsible to herself to be the model by forcing herself to write more and more. The idea of starting from small, and starting from ourselves inspires her to experience all writing world and its complexities. She writes many academic papers which is also suitable with her identity as a member of academic community. Her writing experiences are personal knowledge which are very beneficial for her professional development. She can reflect her writing experiences as the way to make her teaching practices better. Automatically, the students feel secure

since their teacher has done many valuable writing activity. It strengthen students' physical need on safety. T9 provides situation maaking students feel settle and sava as they are taught by teacher who does writing a lot. It ensures them that their writing skill will be guided by the right person. This is important in teaching process. Teacher as a role model who can lead to effective teaching.

T10

He believes that every one can write. The way he teaches mostly focusing on how to motivate the low achiever students to improve their writing skill and they have to believe that they can make it. First, he usually explains what topic is going to be discussed in the class then, he gives the students chance to write what they have learnt and I give my feedbacks straight away.

Analysis

It is quite hard to find the writing orientation of T10. He does not focus on particular orientation. But, there is a clue that his teaching of writing focuses on content. It can be seen from going straight forward to write as soon as the students have gained the knowledge. There is no enough evidendes to see wether T10 uses back and forth process of writing. It can be interpreted that his teaching practices is mostly dominated by writing and feedback, new writing and feedback, so on. In short, it is described as explaining the topic, asking students to write, and giving feedback.

To some extend, the teaching practice applied is useful for tightness of learning time. It is effective way to reach learning outcome. There is no long process of writing. However, it cannot let the students experience the process of writing. According holistic point of view, the teaching practice meets the students' emotional need. T10 tries to liberate students to write as they naturally can write. The belief that everyone can write directs T10 to see the initial writing proficiency of the students. This is important since at the beginning of the teaching session, T10 has positive attitude toward students' writing skill.

4.2 Discussion

After analyzing the data from all teachers of EFL writing, there are important points to discuss. The discussion is organized from the teachers' beliefs, and the holistic point of view on the teaching practices derived from the beliefs. The beliefs are seen from the writing orientation. Here are the teachers' beliefs:

A. The beliefs that writing as a formal system or what is mentioned by Hyland (2003:3) that focus on language structure.

The writing focuses on students' application of grammatical knowledge and lexical knowledge. Almost all teachers (9 out of 10) have this focus on their beliefs and their teaching practices. As stated by Hyland (2003) the outstanding features from this point of view are: familiarization, controlled writing, guided writing, and free writing. T5 explicitly teaches writing using controlled writing. The major idea of having this orientation is that one of the criteria for assessing the students' writing is language involving the accuracy of grammar. By building students' awareness of the importance of correct grammar in writing, it does not mean that teachers give much attention only for that. It is mostly because of building good habits in writing good academic papers.

The basis for having this orientation is from structuralism and behaviorism. Building habits in having correct grammar intensively in writing helps the students to automatically apply when they write. The more the teacher exposes students with grammar exercises while writing, the more awareness of grammar accuracy the students have.

B. The beliefs that writing as a cognitive process or focus on the writing process.

There are 9 teachers who have this writing orientation. The patterns which are used are pre-writing, outlining, drafting, editing, revising, and publishing. The major goal of this writing process is to shape the students to become independent producers of the text.

Probably the model of writing processes most widely accepted by L2 writing teachers is

the original planning-writing-reviewing framework established by Flower and Hayes (Flower, 1989; Flower and Hayes, 1981 in Hyland, 2003). This sees writing as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983: 165 in Hyland, 2003). When the teacher facilitates the class with this focus, s/he is trying to real experience of the long process of writing.

The process of writing as stated by Hyland (2003) includes some stages. Beginning with selection of topic which can be done by the teacher and/or students. Mostly the topic is from the students as the way to promote liberation for them. The more familiar the students are the better. It is commonly happened that students are happy to write about topic they chose. They can explore more and find the supporting information easily. However, it is also important to select a topic from the teacher. The beginning session of writing class is appropriate way to have a topic from the teacher. It is effective since the students will understand the possible topic to specific type of writing. The next stage is prewriting in which students are assigned to ask questions to find ideas, then continue to collect relevant ideas for paragraph/essay development. It is possible for them to take notes and of course make an outline.

After the outline finished, it is the time to compose or write the essay through systematic and logical arrangement. The idea about coherence and connection is essential at this stage. For ensuring whether the composition is on the right track, the students have chance to be given any feedbacks, correction, responds both from teacher and audience. This is normal stage to pass since audience and their contribution plays very important role to shape the composition. The teacher’s respond covers all micro and macro aspects of the composition while the students’ respond with their limited knowledge usually covers the grammar and spelling.

Revising or respond to revisions is the following important stage in the process. The students refine the composition based on the respond. The stage is to build students’ awareness on collaborative work in producing a composition. After that, proofreading and editing that is the time for the students to double check the form, the layout, and evidence for final drafting. The evaluation stage is the time when the teacher

evaluates the students' improvement along the process of writing. The next stage is publishing that is the time for students to circulate or present the composition. Unfortunately, this stage is not frequently done due to limited time. The final stage is follow-up tasks which is to address weaknesses of the composition.

When a teacher of writing applies this orientation, the major purpose is to make students experience the recursive process of writing. Every stage is meaningful and contributing to the students' writing skill. There is a problematic situation when this orientation dominates the class session, the substance of the content of writing is not really discussed. Some teachers also involve the discussion on the basic element of a paragraph or an essay, and during the first stage it is one of the topic.

C. The belief that writing as a social activity or focus on genre.

There are 3 teachers hold this orientation. It is in line with the premise that writing activity cannot be separated from social activity in which all member of writing community in a class work together. Writing is seen as not only producing a text, but also an activity to achieve some purposes. Achieving the purpose needs the collaboration among the member of the class. Developing factual genres such as recount, procedure, description, report, and explanation (Hyland, 2003) is the main focus. The first procedure is analyzing a model from its elements such as the organization, the content, and the language. After that, the students and teacher have joint construction meaning they all work together to construct the essay. At the following time, the students independently write their own essay. To shape the students' essays meet the expected genre, the teacher provides a session called teacher-student conference. Based on all feedbacks given at the conference, the essays are revised and edited.

D. The belief that writing as focus on content.

There are 2 teachers have this orientation. The teachers who have this orientation directs the students to the substantive content of the essay. Therefore, the main stages are generating ideas, developing ideas, and organizing ideas. Being able to generate ideas, the students need high schemata that can be gained from the reading

process, therefore, this orientation sees that reading and writing are interconnected. The role of reading is very essential since the common topics for the essay are about social issues such as pollution, smoking, crimes, etc. This needs more supporting information to make the content is academically accepted. The key feature of this focus is the use of mind-map where the theme becomes the central of essay development.

E. The belief that writing as focus on creative expression.

Only 1 teacher has this orientation. The focus is students' self expression since many activities are directed to give students a place for sharing their personal aspects, hence, the students are the center of the writing activity. There is no rigid practice like when the focus is on the formal system. The students can share personal beliefs, point of view in the form of journal writing in very positive and cooperative environment as it is for students' creativity, and free-writing model.

The second important point to discuss is the holistic view gaining from the teachers' beliefs and teaching practices. The teaching practices are identified into four areas of the students' needs e.g spiritual, emotional, intellectual, and physical. It is found that the students' spiritual needs are met when T1 understands the natural development of the students. T2 provides time to listen students' ideas and problems on writing. T3 encourages students to explore their own value in writing. T4 engages the students into truth relationship, and provides peer review. T5 directs students to contemplate their personal aspects. T6 has personal conference with students to show whether the ideas make sense or not. T7 asks students to be good listener to other ideas. T8 facilitates with trusting relationship.

The fulfillment of the students' emotional needs are represented through several features. T1 give a freedom for students to explore ideas. T2 makes students are aware of the idea of usefulness. T4 also give students sense of usefulness of reading and satisfaction. T5 develops students' sense of freedom. T6 gives choice for realistic hope by allowing the students to choose the topics. T7 designs a situation where students give a respect for other choices. For the physical need, it is identified that only T1 who provides relaxing atmosphere through allowing students to listen music, eat, and drink. It

is uncommon, but it helps students much. They can learn in nice situation which later influences their learning. The students' intellectual need is facilitated by T2, T3, T4, T5, T7, T8, , and T9. T2 provides teacher-student consultation. T3 creates an effective communication while T4 lets the students to experience decision making. T7 promotes activities to develop students' habit. T9 makes students feel safe since she guarantees the students that the teacher herself writes many writing activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the research and the suggestion. After doing the research on the teachers' beliefs and practices, it reveals that the teachers have different beliefs and practices since they start from different writing pedagogy. However, there are some teachers share similar beliefs and practices. Related to the holistic teaching, it is described that the teaching practices mostly have holistic features. The fulfilment of students' needs on spiritual, intelligence, emotional, and physical are reflected from the activities employed by the teachers. The following part is the detail conclusion drawn from the findings.

5.1 Conclusion

The teachers' beliefs are seen from the writing orientation as part of the writing pedagogy. The first belief is writing as a formal system. Most teachers, from T1-T9 have this orientation since they give grammar as important aspect in writing. The practice facilitating this orientation is making grammar as one of criteria to assess students' writing. The second belief is writing as a cognitive process which is held by all teachers. This belief dominate teachers' view on writing. By holding this orientation, teachers want to acknowledge the students' mental process in writing. The purpose of having this orientation is that teachers want to make students experience the recursive process of writing.

The third belief is that writing as a social activity. Writing cannot be seen only from cognitive involvement. It is more than just co-creating the ideas into writing, it needs other external factors mediating the writing process. Therefore, teachers should be able to create the situation contributing to involvement from different learning resources. Making students aware of what writing types will be acceptable in society is the most

paramount goal. The fourth belief is that focusing on content. It is close to the belief that effective writing is linked to effective reading. Teachers view that the substantive content of the essay is the main focus. The dominant activity associating this orientation is mind mapping and library research. Teachers develop students' topic familiarity through brainstorming ideas and reading relevant resources.

The fourth belief is that writing as a creative process meaning that writing class should be the place to develop students' personal aspects. It places students as the central point of the writing. From this orientation, teachers try to build students' ability in doing self construction. The fifth belief is writing focusing on text function. It leads to the effort of making students aware of the elements of writing including micro and macro elements.

Related to the influence of the beliefs to the teaching practices, the researcher finds that most teaching practices are strongly influenced by the beliefs the the teachers hold. The teaching practices employed by the teachers include implicit grammar knowledge by placing students' grammatical accuracy as one of criteria. The teachers' practices on cognitive process can be seen from the process approach applied in the writing stages. Teachers state that they begin the class with selecting topic, brainstorming, planning, drafting, editing, revising, and publishing. When it comes to writing as social activity or genre based approach, the practice is reflected in modelling stage where teachers give a model of essay to be analyzed from its organization, its content, its language, and its rhetorical features.

The practice close to focus on content is from the activity of doing mind mapping before writing. Teachers' assignment assigning students to tell themselves in writing is the close to the view that writing is creative expression. The practice for showing writing focuses on text function is through long discussion on constructing topic sentence and thesis statement, supporting sentences, and concluding sentence. Also, it can be seen from the writing course outline which mentions the different texts to develop by the students.

The relationship between the beliefs and the practices are clearly seen from the previous part of the conclusion, moreover, this research also finds that the two aspects

correspond to the holistic teaching. The practices done by teachers have purposes to fill students' needs as a whole person. The spiritual need is given by the teachers through understanding students' natural development on writing skill, listening to students, allowing students to hold their own value, building trusting relationship through peer reviewing on strengths and weaknesses, facilitating students to raise their personal aspects, asking students to see any usefulness in writing process and to see whether the writing makes sense or not, asking students to listen other ideas. While to meet the students' emotional needs, teachers provide situation to acknowledge students' sense of freedom, to bring students into the use of reading in writing, to help students making realistic hope, and to train students respecting other choices.

To fill students' physical need, one teacher creates relaxing situation by allowing students to enjoy their drink and snacks during writing process in the classroom. For filling students' intellectual need, teachers provide teacher-student consultation, effective communication, and decision-making.

5.2 Suggestion

The research suggests that having clear orientation of writing directs teachers to have effective teaching. EFL writing classroom is potential place to promote holistic teaching since the process of writing requires teachers to fill not only mental/cognitive process but also other essential aspects. Therefore, teachers should connect their beliefs into their practices. It is suggested that educational researchers have further investigation on the relationship between the beliefs and the practices, and what factors influence the relationship and what factors making no relationship between beliefs and the practices.

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