

Research article

English Teacher's Voices for Teaching Writing by Self-Regulated Strategy Development in ERT Amidst Pandemic

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The present study explores how English teachers' experiences and perspectives at Islamic secondary school level in implementing Self-Regulated Strategy Development (SRSD) method in teaching and learning process of writing class, especially in Emergency Remote Teaching amidst Covid-19 pandemic in Ciamis district, West Java, Indonesia. The study dealt with 20 responses from a questionnaire and six randomly chosen participants to gain interview data to dig their perspectives and experiences toward the teaching and learning process. The findings indicate that they are pedagogically still unfamiliar with the addressed method for regular and virtual meetings, especially emergency remote teaching. Practically, their comprehensions of self-regulated strategy input have already gotten along their academic setting; unfortunately, they have not implemented the strategy yet in classroom activities. From these findings, it is recommended to carry out professional development in the use of the SRSD in teaching and simultaneously by media development to apply it in the writing class for achieving effective and meaningful class.

Keywords: ERT, self-regulated strategy development, writing

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1. Introduction

In early March 2020, the case of the Covid-19 has affected the Indonesian population, with the exposure data increasing significantly every day. Speaking for an educational context, the government, through the Ministry of Education and Culture affairs of the Republic of Indonesia, responded swiftly by issuing officially about schools meeting guidelines during the pandemic [1]. With the situation concerned, schools across Indonesia, from kindergartens to universities, were officially out-broken. At the same time, Makarim, minister of education and culture affairs [2], launched learning from home program in April to replace face-to-face meetings with various forms of programs, namely provision of learning resources through television and radio broadcasts for Kindergarten to high school students, learning resources through collaborative learning resources of

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Ruangguru, Duolingo, and various platforms, as well as quota subsidy assistance to students from all levels of education. In contrast, the condition of the uncertainty of Covid-19 and the dynamic needs of learning competencies for fulfilling 21st-century demands were not relevant with various programs provided in television and collaborative programs mentioned. Thus, education in Indonesia from all levels adapted and transformed the learning mode, which hopefully meets the students' needs even though the pandemic is on-going so that the learning process is conducted well. The teaching and learning process for all levels of education continue with the priority for life safety. Responding to the mentioned situation, as one of the optimal realization efforts from the Ministry of Education and Culture, he prepared and provided responsively and massively human resources starting from educators, education staff, operators, and principals to take technical and pedagogical workshop which its outputs were various learning media which is well implemented to classroom needs for emergency remote teaching during this pandemic. At the same time and simultaneously, the government launched several programs for providing learning resources to all levels of education in Indonesia, such as Children's Houses, Teacher's Desks, Learning Houses, Learning and Sharing Teachers, Educational Television [3]. In the past, Indonesian education has already experienced extraordinary challenges and obstacles in its implementation because there is no practical, pedagogical, infrastructure and professional preparation.

The journey of Indonesian education, briefly described in the previous paragraph, is experienced by many other developing countries, commonly known as emergency remote learning (ERT). Various literature highlights some reviews of ERT, which is recently milling out our consideration and educational spheres. This situation deals with a sudden and unprepared state of transformation in the teaching and learning process whose main goal is to keep the learning process from teachers to students. In addition, this term also defines that distance learning, both synchronous and asynchronous, are implemented without proper academic and academic preparation with the main goal of achieving learning objectives adapted to the difficult times of the pandemic [4]. Hodges et al. [5] also mention that this process is a transitional state in an emergency condition in a learning process that takes place quickly and without any preparation from any aspect which only has the aim of keeping the learning process going, which generally changes from face-to-face meetings to virtual meetings [6] which can be done with various types of activities such as radio, television, blended and online learning [7].

Talking about education and ERT in Indonesia, the curriculum is one of the learning aspects which cannot be separated from the process of learning activities between teachers and students to realize the competencies needed in the 21st century, based on

Minister of Education and Culture Affairs No. 36 2018 [8], the 2013 curriculum is classified into 3 (three) subject groups. Group A contains Religious Education and Character Education, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Indonesian History, and English. In addition, group B covers Cultural Arts, Physical Education, Sports and Health, and Crafts and Entrepreneurship. Then group C is a specialization contextualized to students' interests in the learning and teaching process. Regarding the curriculum development history in Indonesia, English is one of the compulsory subjects mainly used to promote communicative competence. At the starting point from millennium era, in 2004, the Indonesian Minister of National Education initiated the Competency-Based Curriculum (Kurikulum Berbasis Kompetensi), where English has several general learning objectives, namely (1) students have communicative competence that emphasizes the four skills of listening, speaking, reading, and writing; (2) they have personal awareness to learn English as a foreign language to communicate goals and (3) they can internalize their competence with cultural knowledge so that they have intercultural communication competence [9]. In 2006, the Minister of National Education of Indonesia transformed the Competence-Based Curriculum to Local Education Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan). While the syllabus, annual plan, semester plan, and lesson plan are adapted to the school context. Meanwhile, in 2013, the Ministry of Education and Culture initiated the curriculum to the 2013 curriculum, which has the same guidelines as the previous curriculum but has additional competencies that must be achieved in meeting the needs of the 21st century.

Writing is one of the competencies that students must acquire for learning English in Indonesia. To realize it, English teachers have to comprehend the concept of writing which deals with several processes that must be implemented while teaching English writing in classroom practices. These processes cover several activities before writing, drafts, corrections and revisions, and writing improvements [10, 11]. Similarly, Notion [12] also mentions that teaching writing must refer to meaning-focused input, which means that what students write in classroom practices must be contextualized with their background knowledge and experience. For doing so, writing activities should be practised, trained and carried out repeatedly. Language-focused learning means that writing activities must understand the writing process: preliminary activities, writing drafts, revising and writing final results. The purpose of fluency development is writing activities that repetition is very important to hone students' skills to master this skill.

In contrast, the practices of writing activities in the teaching and learning process highlight the products and ignore the process [13, 14, 15]. Supporting the previous

situation of product-based writing, Harris [16] emphasizes that teachers must avoid the PEE process, which is briefly explained as post the assignment, explain and expect. This infers that the writing process is the most beneficial activity that must be taught and implemented in classroom activities, especially in emergency remote teaching.

Considering the previously mentioned problems that arise in the writing learning process, the writers believe that self-regulated strategy development (SRSD) is necessary to be an alternative strategy for teachers in the teaching and learning process. Many studies have also illustrated the effectiveness of SRSD as an instructional design method to teach writing that focuses on a whole series of activities with student-centred learning and systematic process-based approaches. First, this instructional approach is considered the most practical and flexible because teachers can adapt strategies or techniques to each stage based on their students and classroom background [17]. The results of previous data also state that the implementation of SRSD is quite effective in overcoming the writing problems of students who have writing problems so that they can write argumentative essays well [15]. The last is Palermo and Thomson [18], who state that SRSD positively impacts students writing argumentative essays. Furthermore, the implementations of SRSD in Indonesia in classroom practices provide good spheres and improvement for Indonesian students, well-applied in various levels of education [19, 20]. After its implementation, they found a good impact on students' improvement rather than implementing other strategies.

Various researches in similar fields had already been conducted in the scope of global and national context. Some studies highlighted the effectiveness of SRSD in classroom practices in multiple levels of education, the result comparison on implementing an addressed method with other methods, the best practices of SRSD both in face-to-face meetings and virtual meetings, and the professional community development for SRSD implementation. Still, none of the studies found teachers' perspectives and their experiences on the basic conceptual knowledge of SRSD. Thus, the present study aims at exploring English teachers with multicultural background perspectives and experiences for secondary schools, especially for asynchronous spheres amidst the Covid-19 pandemic. Through the outreach of this study, the writers hope that local English teachers pedagogically and practically have the self-regulated strategy insight of classroom practices and English teachers throughout Indonesia.

2. Methods

The present study employed a qualitative research design to figure out English teachers' perspectives and experiences from Islamic Secondary schools (Madrasah Aliyah) in terms of their theoretical and pedagogical knowledge of SRSD and, of course, their experiences on SRSD implementation for both face to face meetings and emergency remote teaching (synchronous and asynchronous) during Covid-19 pandemic. In addition, purposive sampling was used to determine the research participants, with twenty participants consisting of thirteen female English teachers and seven male English teachers. They came from various school demographics, intercultural students being taught, teaching experience, and teaching certification. To collect research data, writers distributed Likert-scale questionnaires to explore the theoretical perspectives and experience on SRSD, pedagogically the implementation of SRSD and some of the obstacles faced in the teaching and learning process of writing English during the Covid-19 pandemic. To support and triangulate the distributed questionnaire data, the writers administered in-depth interviews to discover their experiences, perspectives, and implementation of SRSD in classroom practices. As a further step, the data were analysed using descriptive analysis for the questionnaire and a systematic analysis proposed by Cohen et al. [21].

3. Findings and Discussions

3.1. English teachers' perspectives and experiences on pedagogic and practical knowledge of SRSD

For information bridging, the writers distributed a questionnaire to English teachers as research participants. Based on the data analysis, the results showed that English teachers did not have sufficient knowledge both pedagogically and practically on SRSD. They conceptually comprehend the importance of self-regulated strategy, writing process and also elements of SRSD. A further description of the results is illustrated below.

The item number 1 and 2 asked about the teachers' familiarity and experience with SRSD for their teaching in classroom practices; they responded that they had never heard of it at all ($M=1.15$ $SD=0.81$) and their experiences on SRSD implementation in their class either in face-to-face meetings or emergency remote teaching ($M=1.35$ $SD=0.90$). Furthermore, the further question of interview related to the instructional design on the SRSD, according to their experience, almost all of them had applied it in a writing

class before during a face-to-face class meeting. Still, they did not know the name of the method. Besides, question items number 4 and 5 inquired about their knowledge perspectives and experience of the concept of Self-Regulated Strategy; most of them stated that they knew the concept, but they had never applied it in their English class even though it was related to the next item which said that they also thought that the implementation of a self-regulated strategy was important for their students so that students become independent and self-regulated students. Similarly, this statement has also been found from Monica's (not the real name) interview transcript as follows.

Indeed, self-regulated strategy makes my task easier in learning both face-to-face and virtual classes because they already have learning goals, targets, and personal awareness in carrying out the teaching and learning process where I only monitor and facilitate during the learning process. In the preparation process, I will of course spend more time and thought related to instructional design and worksheets, but if you look at the extraordinary impact, I don't think this will be a problem. (Interview, 25 July 2021)

In addition to previous questions, question items 5 and 6 investigated the teachers' perspective on the unimportance of recognizing writing process-oriented and teaching it to their students. The responses indicated disagreement of identifying writing process less beneficial for students ($M=1.55$ SD 0.99); students had first to know the text they are going to write, then be given examples of the text to be written and how to write it starting from preparation, draft writing, revision, and writing the final text. However, based on interview data that has been found in classroom teaching practices, in the realization of teaching practice in the classroom, it was found that direct writing teaching is oriented towards text recognition. To be written, giving examples, and writing instructions. The teacher no longer pays attention to students' problems in writing such as vocabulary, grammar and so on, the process of writing preparation, writing drafts, revising errors and writing the final draft to be collected. From this explanation, it can be seen that teachers assume that all their students are capable of writing, even though there are many problems with writing. It is more ironic that after an emergency remote teaching situation, they often gave assignments to write in English without any method that leads to the writing process.

The other question items, numbers 7 to 12, asked about recognising and implementing self-talk, self-assessment, and self-revision as part of SRSD in the teaching and learning process. For their perspectives on students' recognition, the participants responded positively ($M=3.90$ SD 0.91 $M=3.71$ $SD=0.95$ $M=3.67$ $SD=0.87$), which are listed respectively. This data figures out that they assume that comprehending three self-activities of SRSD is worth being known for their academic life. Moreover, similar data was indicated

to its implementation, and the data was captured to determine their responses to these statistics (M=3.70 SD 0.77 M=3.91 SD 0.67 M=3.55 SD 0.90 from question item number 9 to 12 respectively). This is revealed that teachers also agreed to implement urgency in the teaching and learning process, especially for emergency remote teaching, so that students these three self-activities can be internalized so that they are familiar with the learning process and become effective and independent. On the one hand, the previous data is as similar as the interview response from Sarah (not the real name), who stated that:

If they (students) recognize and implement self-talk, assessment and revision in the writing they are working on. I am their teacher and must be very happy and help me in correcting their works. Because on the worksheet they have to do a checklist, to really make sure that their writing is the best in terms of content, grammar, vocabulary and also diction. It really makes it easier for me to correct my students' writings. (Interview, 25 July 2021)

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TABLE 1: English Teachers' Perspectives and Experiences on Pedagogical and Practical Knowledge of SRSD

	Item	N	M	SD
1	Familiarity on Self-Regulated Strategy Development	20	1.15	0.81
2	Teachers' Experiences on Self-Regulated Strategy Development Implementation	20	1.35	0.90
3	Familiarity on Self-Regulated Strategy	20	2.37	0.74
4	The Importance of Self-Regulated Strategy for Students	20	3.40	0.87
5	Teachers' opinion about writing task without the comprehension of writing process	20	1.55	0.99
6	The importance of writing process implementation for students in writing	20	3.55	0.67
7	The importance of students' comprehension about self-talk	20	3.90	0.91
8	The importance of students' comprehension about self-assessment	20	3.71	0.95
9	The importance of students' comprehension about self-revision	20	3.67	0.87
10	The importance of self-talk implementation for students in writing class	20	3.70	0.77
11	The importance of self-assessment implementation for students in writing class	20	3.91	0.67
12	The importance of self-revision implementation for students in writing class	20	3.55	0.90

4. Discussion

Relating to the research data that has been analysed and presented in the previous section, the writers classify the data into three parts, namely the experience and perspective of the teacher in practical and pedagogical knowledge about SRSD, the importance of the writing process in the teaching and learning process, and the importance of the instructional stage design to be trained and taught to teachers proposed by SRSD. First, in the experience and perspective of knowledge of SRSD both in the context of face-to-face learning and emergency remote teaching, they recognize that the learning concept of SRSD is an important thing to be introduced and implemented during the learning process [22]. Through SRSD implementation, students become accustomed to planning, writing points to be written, revising and evaluating the results of their works. This method also provides activities that are systematically packaged to serve students from all levels of education to become independent learners, assessing their writing results, determining their goal setting, evaluating the results of their writing [23]. From these facts, we can see that SRSD provides an academic impact that promotes students' character to be self-regulated students.

The upcoming discussion is about the importance of the writing process in the teaching and learning process, especially in the era of the Covid-19 pandemic. We all know that writing skills are a systematic process that must be carried out structured starting from planning, drafting, revising and writing the final draft [11]. This issue is the most difficult issue during the Covid-19 pandemic because teachers cannot directly monitor and facilitate the writing process carried out by students. However, with the implementation of SRSD, students will independently carry out the writing process according to the teacher's instructions through worksheets and activities that are integrated into the instructional design [24]. The last point is about the importance of recognition of the SRSD stages instructional design to be taught and trained to English teachers, especially in emergency remote teaching; this becomes an important issue to be implemented shortly because the benefits provided by SRSD are very large following research conducted by McKeown et al. [25] which states that with professional development training for several teachers, the results show that they can teach SRSD which affects the writing results of their students.

5. Conclusions

SRSD provides alternative methods that can be implemented in English writing classes, especially in emergency remote teaching classes. Although the data results showed that English teachers are not very familiar with the method, they assume that the technique will have a very meaningful impact for them and their students in English writing classes because they are familiar with the concept of self-regulated learning. With the implementation of SRSD, students seem not only to meet the required competencies in the competency standards in the curriculum they are studying, but they will also become independent learners where they will carry out self-talk, setting self-goals, self-assessment, and self-assessment. Self-revision, self-statement, and also self-reinforcement. From these facts, teachers can also fully implement their roles mandated by teachers' demands in the 21st century and implement student-centred learning where the main task is to be a facilitator and monitor in the teaching and learning process, especially in emergency remote teaching. With this research, the writers also recommend English practitioners, researchers, teachers and students to carry out upcoming research related to the implementation of SRSD in the context of asynchronous and emergency remote teaching.

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