

## **Abstract**

Strategies are very important in the teaching and learning process. Strategies can be implemented through teaching several skills. In this case, it is focused on strategies in teaching writing skills. Strategies in teaching writing skills are necessary for student teachers such as students of English Language Education Department (ELED) in internship program. This research aimed to find out about the information about the kinds of strategies implemented by student teachers in teaching writing. To accomplish the objective of the study, the researcher used qualitative data. The data were collected from four participants which are students of the English Language Education Department batch 2016 at private Islamic university in Yogyakarta using individual interviews. Based on the interview, the findings presented the strategies in teaching writing into nine categories, namely, using question and answer, using jumbled paragraph, using students' personal experience as a topic, using collaborative work, using pictures, using games, asking students to write on the white board, realia, and explaining the material in several meetings. The current study concluded that student teachers implemented the strategy that was familiar to students and also that was easily understood by student.

**Keywords:** teaching strategies, teaching writing, student teachers.

## **The Background of the Study**

Writing is an activity that is closely related to daily life, especially in education. Writing is important for people especially people working within the scope of education, such as teachers who write classroom action research, students who do their writing assessments, and also lecturers for writing researches and books.

Writing can be used as a tool for communication. According to Monaghan (2007) writing is a form of communication and a skill needed in all aspects of life: students write e-mails for lecturers, writers write books, musicians write songs. No matter their age, students constantly need to communicate in written form. A teacher is faced with the task of helping students when learning to write. In addition, to encourage the need for good communication skills, teaching writing provides the opportunity for students to brainstorm their ideas in written form.

Strategies are very important when teaching. According to Monaghan (2007), teaching writing consists of writing strategies that can be interpreted as a method used to convey knowledge about the rules in writing. Ultimately, Monaghan added that for the teacher as the students' guide, the purpose of teaching writing is to lead to the best achievement of students to communicate in writing. Effective strategies of teaching writing, thus, can positively affect the quality of a student's life, possibly far into adulthood.

For many people, writing is the most difficult skill when compared with other skills such as listening, speaking and reading. Ahmed (2010) argued that writing is one of the most challenging areas for teachers and students, because it includes

multiple skills such as identification, argument support, review and editing. However, teachers' strategies in teaching writing are very interesting to discuss.

In the academic context, writing itself has many genres. Therefore in teaching writing there will be many strategies implemented by the teacher which will differ from one genre to another. Not only teachers, student teachers are also required to apply their strategies in each genre. Student teachers have a very important role in teaching writing to apply their own strategies in creative ways. That is why student teachers should be well prepared in teaching writing. When the strategy used by student teachers was not applied correctly, many problems may happen.

The student teachers as the subject of this study are students of English Language Education Department (ELED) at private Islamic university in Yogyakarta. The teacher education program provides the students an opportunity to conduct the internship program to prepare them to be professional teachers. Also, the student teachers have opportunities of teaching practices so that they can show and apply their strategy in teaching. Based on the experience of the researcher who is also a student teacher, there were some problems in the implementation of strategy in teaching writing. To take an example, one of the experiences by student teachers is teaching narrative writing. When teaching narrative, student teachers are confused to determine the media as a strategy that is suitable for the character of students. Sometimes, students feel bored with classroom learning because of the teacher. This problem motivates the researcher to find out the strategies implemented by student teacher in teaching writing. Finally, this study was on student teachers' strategies in teaching writing.

## **Methodology**

The researcher used qualitative data in this research. According to Cresswell (2012) qualitative is one of the data analysis methods to describe the detailed information of a phenomenon in daily life. The qualitative design was chosen because it was to explore about the strategy implemented by student teachers, and there was no variable in this research. The study used descriptive design. Merriam (1998) stated that “descriptive qualitative research is a comprehensive summarization, in everyday terms of specific events experienced by individuals or group of individuals” (p.255). The researcher focused on the experiences from the participants’ perspective. The researcher used descriptive qualitative, because it describes the data about the teachers strategy in teaching writing.

The research took place at private Islamic university in Yogyakarta. The researcher had approximately one month to conduct the research in March 2019. The participants of the study were four female student teachers of the English Language Education Department batch 2016 at one Private Islamic University in Yogyakarta who have had experiences in the internship program.

The researcher used interview as the data collection method. The interviewer can pursue in-depth information around the topic. The researcher used in-depth interview to to explore the opinion of the teacher about the strategy that is being implemented. The interview was conducted four times, meaning that each participant was interviewed once. The language used by the researcher is Bahasa Indonesia to ease the participants and the researcher to communicate, because they share the first language.

In analyzing the data, the researcher used descriptive qualitative analysis. There are several steps of analyzing data according to Saldana (as cited in Mahpur, 2017). The first is verbatim, the researcher prepared a transcript the full interview from the recording results into a group sentence as the original audio from the interview. Thus, researcher has given the code of each data that has been converted into data that is ready for coding. The second is breaking down the data. In breaking down the data, the researcher already made the sentence to be well organized and could make it easier for researchers to understand the meaning. The third is probing.. In this process the researcher made a note regarding the follow-up question. The note was intended to enable researchers to get more in-depth data. Four is categorizing, the researcher made categorization so that the researcher got nine themes that were used for the next process, namely narration. The last step is narrating. The researchers began writing the results in written form. The researcher discussed nine categorizations in depth.

### **Finding and Discussion**

#### **Strategies implemented by student teachers in teaching writing skill during an internship program.**

**Using question and answer.** These findings showed that the strategy that the student teachers did when teaching writing was question and answer. She explained that the reason for using question and answer was that the strategy was used by the teacher and was also easier to understand. This situation was used by Franzoni and Assar (2009) when the teaching strategies are given to students by the teacher so students can understand the learning material more easily. In the researcher's opinion,

when student teachers use a strategy that has been implemented by the teacher, students are familiar with the strategy.

**Using jumbled paragraph.** These findings showed that the strategy that the student teachers did when teaching writing was jumbled paragraph. The reason for using jumbled paragraph was because it had been used by teachers at school. In implementing the strategy, students are asked to sort the jumbled paragraph. This is in line with Utami, Pubbajah, and Juhansar (2018) who stated that jumbled paragraph is one of the strategies in teaching writing where students are asked to rearrange groups of sentences into a good and correct sequence.

**Using students' personal experience as a topic.** These findings showed that the strategy that the student teachers did when teaching writing was using students' personal experience as a topic. Participant mentioned that when teaching recount text she implemented the strategy by using students' personal experience as a topic. Students are more able to write based on what they experience themselves. This is in line with Muflikhati (2013) found in her research that students can write their personal experiences then write into good forms of recount writing. This was also implemented by the teacher in her research.

**Using collaborative writing strategy.** These findings showed that the strategy that the student teachers did when teaching writing was collaborative writing. Two participants argued that collaborative writing could be used as the strategy in teaching. In implementing the strategy, two participants said that students are involved to work together in groups to produce a good writing. Collaborative writing can be applied to make students more confident.

According to Murtiningsih (2018), collaborative writing is a strategy in which students work together in a group to produce good results and to increase confidence.

**Using pictures.** These findings showed that the strategy that the student teachers did when teaching writing was pictures. She mentioned that the reason for using pictures as the strategy was to minimize students' boredom. Furthermore, by using pictures as the strategy in teaching writing, students' interest could increase during the learning process. Hermawati (2013) found in her research that the use of images in the learning process is an interesting activity to gain the students' motivation to learn. In the researcher's opinion, the implementation of the collaborative strategy will indeed be more interesting when students work not individually but in groups of students.

**Using games.** These findings showed that the strategy that the student teachers did when teaching writing was games. Participant mentioned that the strategy that she used was games of writing. The interaction in the classroom and also the interest of students became the reason she used games in learning. Fatimah and Zahara (2018) found in their research that the uses of games in learning create fun and more interesting activities which can be helpful in the learning process.

**Asking students to write on the white board.** These findings showed that the strategy that the student teachers did when teaching writing was asking students to write on the white board. The implementation of this strategy was that students can move forward to write a word or sentence related to the material. The implementation

of the strategy was not run well. In this case, Andriyansah (2017) argued that the method is not suitable for all students, but only suitable for students who are active in the class. It was because Almubark (2016) assumed that the teacher does not use interesting methods for writing activities. Therefore, when the strategy was still implemented by student teachers it would not work well.

**Using realia.** These findings showed that the strategy that the student teachers did when teaching writing was realia. The implementation of realia during teaching was to use original objects. She implemented realia in order to increase the students' interest in learning. In line with Bably and Nusrat (2017) who argued that the learning process becomes more fun and students are more motivated to learn by using realia. Bably and Nusrat (2017) added that using realia can help teachers to create interesting activities when learning. It was because students directly see the original object, so students are not difficult to imagine.

**Explaining material in several meetings.** These findings showed that the strategy that the student teachers did when teaching writing was explaining material in several meetings. The implementation of the strategy was divided into three meetings, in order to use the time effectively. The result of the implementation of explaining materials in several meetings was successful. It was because students remember the material given by the teacher. This statement was relevant to Franzoni (2009) who stated that the strategy must be used to make it easier for students to remember the materials.

## **Conclusion**

The objective of this research was to find out about the information on the kinds of strategies used by student teachers in teaching writing. In addition, the study aimed to find out about the information regarding the kinds of strategies implemented by student teachers in teaching writing. This research was conducted used qualitative data. The qualitative design was chosen because it was to explore about the strategy implemented by student teachers, and there was no variable in this research.

The researcher conducted this research at a Private Islamic University in Yogyakarta. The researcher was interested to explore the data of the research at that department. In addition, the participants in this research were four female student teachers of English Language Education Department batch 2016 at one Private Islamic University in Yogyakarta who have experiences in the internship program. The researcher had approximately one month to conduct the research.

The findings presented that four participants used nine strategies, namely using question and answer, using jumbled paragraph, using students' personal experience as a topic, using collaborative work, using pictures, using games, asking students to write on the white board, realia, and explaining materials in several meetings. In conclusion, the student teachers implemented the strategy that was familiar to students. The student teachers also implemented the strategy that was easily understood by students. Participants believe that most of the strategy was successful except one that was asking students to write on the white board.

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