

**Student Teachers' Strategies in Teaching Writing to Senior High School
Students**

A Skripsi

Submitted to Faculty of Language Education as a Partial Fulfillment of

Requirements for the Degree of

Sarjana Pendidikan



Ananda Zida Amalia Harun

20150810120

**English Language Education Department
Faculty of Language Education
Universitas Muhammadiyah Yogyakarta**

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Approval Page

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Whereby approve the *Skripsi* of

Ananda Zida Amalia Harun

20150810120

Candidate for the degree of *Sarjana Pendidikan*

July 30, 2019



Arifah Mardiningrum, S.Pd.,M.A.
The *Skripsi* Supervisor

July 30, 2019



Mariska Intan Sari, S.Pd.,M.A.
Examiner 1


July 30, 2019



Eko Purwanti, S.Pd., M.Hum.,P.hD
Examiner 2

Yogyakarta, July 30, 2019

Accepted



Dr. Suryanto
Dean of Language Education Faculty



Statement of Authenticity

I am a student with the following identity:

Name : Ananda Zida Amalia Harun
Student Number : 20150810120
Department : English Language Education
Faculty : Language Education
University : Universitas Muhammadiyah Yogyakarta

Certify that the *skripsi* entitled “Student Teachers’ Strategies in Teaching Writing to Senior High School Students” is definitely my own work. I am completely responsible for the content of this paper. Others’ opinions and results included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, July 30, 2019



Ananda Zida Amalia Harun

NIM.20150810120

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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 four categories, namely, cognitive, metacognitive, affective and social strategy. In this findings, cognitive strategies is relate to several activities. Those are; using jumbled paragraph, using realia, asking students to write on the white board and using picture. Metacognitive strategies include several activities, those are; using question and answer, explaining materials in several meetings. Affective strategies include using students' personal experience as a topic. Social strategies include several activities. Those are; using collaborative strategy and using games. 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.

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