

## **Chapter One**

### **Introduction**

This chapter presents the background information related to the research problem. It also includes the identification of the problem, delimitation of the problem, research questions, objective of the research, significance of the research and also organization of the chapter.

### **Background of the Research**

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. Students and other people from all other businesses consider writing to be a very important aspect of education (Tuan, 2010).

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.

### **Identification of the Problem**

Writing has been the most challenging skill for many students as an English as a Foreign Language (EFL) learner. Fareed, Ashraf, and Bilal (2016) argued that writing is the most challenging skill in learning a second language. Writing will produce unique meanings when the writer's thoughts and knowledge are well combined (Jones, Fargo & Reutzler, 2010). Although some students consider writing as something that is not easy, student teachers must try to ensure that writing is not seen as something less interesting and boring. The student teachers should help students who are struggling when finding difficulties and give praise when students can produce good work as much as they can

The English Language Education Department (ELED) at one private Islamic University in Yogyakarta has a system to give their students teaching experiences

which is called as the internship program. It has the benefits for students to improve their skills and knowledge. During the internship program, the researcher found several problems such as students did not pay attention to the teacher teaching, students are not familiar with the strategies implemented by the teacher, and the difficulty to find teaching strategies. The researcher was focused on strategies in teaching. Student teachers should be prepared for their teaching strategy especially in writing. However, the student teachers sometimes feel confused to select the strategy that is suitable with the students. Also the teacher used the same strategies to teach each genre in teaching writing. Therefore, it is important to conduct this study to know the strategy implemented by student teachers in teaching writing.

### **Delimitation of the Problem**

Based on the statement of the problem, this research would focus on the strategies implemented by student teachers in teaching writing during the internship program. The researcher conducted a research at private Islamic university in Yogyakarta. In addition, student teachers of the English Language Education Department internship program in the aforementioned school are chosen as the participants.

### **Research Questions**

Based on the background of the research above, there would be one research question addressed in this research:

1. What are the strategies implemented by student teachers in teaching writing skill during an internship program?

### **Objective of the Research**

The objective of this research was to find out about the information regarding the kinds of strategies implemented by student teachers in teaching writing at private Islamic Senior High School in Yogyakarta. It identifies the strategies which are used by student teachers to teach writing.

### **Significance of the Research**

**For student teachers.** By reading this study, student teachers' knowledge of strategies in teaching writing can be improved. Hopefully, they can use teaching writing strategies that suit their own students.

**For teacher.** This research may give the information for teachers about the teaching strategies in writing skill. Then, the teacher can also improve their strategies to engage students in their learning activity.

**Educational Institution.** The result of the research will be beneficial for educational institutions to give a reference for the teachers to develop their strategies in teaching writing.

**Other Researchers.** This research can become a reference for other researchers who want to conduct similar researches in the future.

### **Organization of the Chapter**

The research report was written in five chapters. Chapter one was the introduction. This chapter consists of background, identification of the problem, limitation of the problem, research questions, and the objective of study, significance of the problem and organization of the research. Chapter two was the literature review. This chapter reviews the theories related to the variables of the study. The first was the theories of student teachers' strategies to teach writing skills. The second was the theories of writing and teaching writing skills. Chapter three was the methodology. This chapter was focus on the methodology used to collect data and the research design, research setting, research participants, data collecting instruments, and data analysis. Chapter four elaborates on the finding and discussion. This chapter presented and discussed the finding of the study, including the data description, and the result of student teachers' strategies in teaching writing. Chapter five was the conclusion and recommendation and suggestions. This chapter summarizes the research findings and proposed several suggestions to reach the solution.