

Chapter Four

Finding and Discussion

This chapter explains and discusses the findings and the discussions of the research. This research was conducted to explore one research question that was to find out about strategies used by student teachers in teaching writing at a Private Islamic Senior High School in Yogyakarta. The findings were obtained through individual interviews. The following sections discuss the findings in a more detailed explanation.

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

Four participants had delivered the information to answer the research question. There were four ELED students as the participants in this research, and the researcher used pseudonyms including Ana, Bia, Caca and Dya. Based on the interview result, the researcher classified the findings into four categories, namely, cognitive, metacognitive, affective and social strategy. Also, there were nine activities related to the findings. The following section discusses further finding.

Cognitive strategies. According to Richards and Renandya (as cited in Andriyansah, 2017) cognitive strategies are defined as mental activities for processing the language to accomplish a task. 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. The detail explanation is on follows:

Using jumbled paragraph. This strategy was used by Bia. Using jumbled paragraph can be categorized as cognitive strategy because the activity required students are asked to sort the jumbled paragraph and rewrite the story to be intact. The writing activity here was actually just copying from jumbled paragraphs into the students' note books. Bia used the jumbled paragraph strategy because it "has been used by the teacher before" (P2.4). Bia said that the results of applying a jumbled paragraph strategy were arguably successful because "students might be familiar with the strategy" (P2.12).

Finding showed that jumbled paragraph is one of the strategies used to teach writing. Bia explained that 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. Furthermore, Bia required the students to rewrite the paragraph that had been ordered earlier, in order to train the students' writing.

Using realia. The strategy was implemented by Caca as the participant. Using realia can be categorized as cognitive strategy because the students analyzed the object that was brought by the teacher and then described it in written form. The implementation of realia during teaching was to use original object, so the teaching lessons easier and more understandable. Caca implemented realia strategy because "it was easier to describe objects in the written form" (P3.8). Hence, when the student teachers brought original items, it would increase students' interest in

learning. Caca said that the result of the implementation of the realia strategy was “quite successful” (P3.10). The students’ result from the realia strategy was “good to make the advertisement correctly” (P3.11).

The finding showed that realia was one of the strategy in teaching writing. Caca revealed that she brought the real life object and asked student to describe the items in written form. This in line with Soames (as cited in Bably and Nusrat, 2017) who argued that real life object that are used daily life can be used to help teach English. Caca 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.

Asking students to write on the white board. Asking students to write on the white board can be categorized as cognitive strategy because the students can move forward to write a word or sentence related to the material. The teacher offers students to move forward. This strategy was mentioned by Bia as the participant. Bia used that strategy because “she have not had enough experiences” (P2.8). She added that the strategy was used “because to adjust the students” (P2.14). The teacher asks students to move forward because students seem not interested in what is explained by the teacher. The result of the implementation that strategy was “was less successful” (P2.13). This was because students who wanted to move forward were

only students who are active in class. When the strategy that was writing in front of the class did not run well, “the learning process still continues” (P2.15).

Based on the finding above, it could be explained that asking students to write on the white board was one of the strategy implemented by student teachers during teaching practices. 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 Alzubark (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 pictures. This strategy was stated by Bia as the participant. Using question and answer can be categorized as cognitive strategy because the activity required students to analyze the picture then described it in written form. Bia implemented a strategy using images to teach the material about describing places in which the students were grouped. She used pictures “to ease the teaching process” (P2.4). The reason students were divided into several groups because of the limited picture, so that to ease learning students could do the task in groups. In addition, she used pictures “because it was more interesting” (P2.5). Another reason was “to minimize students' boredom” (P2.6). It could be assumed that when reducing the boredom of students, and then students can be interested in learning process. The implementation of the group work using “a picture was successful” (P2.9). She added that the result of the implementation of the strategy “were very satisfying” (P2.10). She also said that “Students looked enthusiastic when learning English.” (P2.11).

Based on the findings above, it could be explained that using pictures was one of the strategies implemented by student teachers during teaching practices. Bia 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. It was because by using collaborative strategy, students would be more interested so that they would increase motivation to learn. In line with Murtiningsih (2018) stated that the purpose of implementing collaboration was to increase student motivation.

Metacognitive strategies. Richards and Renandya (as cited in Andriyansah, 2017) argued that metacognitive strategies are activities that regulate the language-learning process. They are composed of planning, monitoring and evaluating. There were findings related to several activities in metacognitive strategies. Those are; question and answer and explaining material in several meetings

Using question and answer. This strategy was used by Anna as the participant. Using question and answer can be categorized as metacognitive strategy because student teachers have planned to make questions and answers, then monitor while doing the task and evaluating student answers. She used a question and answer strategy because this strategy "has been used by the teachers at school" (P1.3). Ana added that she used the strategy "because it is easy to understand" (P1.4). Anna

applied a question and answer strategy in writing by giving a short passage. In the implementation of the question and answer strategy, students are given a short passage and the questions, and then students answer according to the short passage in written form. The result of the implementation of the question and answer strategy, as Anna said was “actually 80 percent successful” (P1.9) because, there was more time to answer the questions.

Based on the interview above, it can be assumed that the question and answer was actually implemented as one of the strategies in teaching writing during the teaching practices. Anna 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.

Explaining material in several meetings. Explaining material in several meetings can be categorized as metacognitive strategy because student teachers analyzing the student’s condition that need more time. Thus, the student teachers expand the meeting time in order to explain the materials. This strategy has been implemented by Dya as a participant. Dya implemented that strategy because “was limitation of time” (P4.2). Therefore, student teachers delivered material in several meetings. She said the other reason was “to know the student's condition in the class” (P4.3). It was important for a student teacher to know the condition of students well, because not all students can study in one meeting. Dya explained material in several

meetings because it was the “suggestion from the teacher” (P4.4). The result of the implementation of this strategy was “quite successful because students got the knowledge” (P4.6). In addition, Dya said that “Students still remember the material taught by the teacher” (P4.7). She also added that “students have participated” (P4.8). Students answer teacher questions about learning material.

Based on the finding above, it can be assumed that explaining materials in several meetings was one of the strategies in teaching writing. In fact, the teachers should implement that strategy when indeed the material delivered cannot be completed in one meeting. 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. It was because student teachers delivered material in several meetings, students will more easily focus on understanding the material. Thus, the next meeting when students are asked will be easy to answer.

Affective strategy. Richards and Renandya (as cited in Andriyansah, 2017) stated that affective strategies are strategies that relate to emotions, feelings and values. There was one activities that related to affective strategies. It was using students’ personal experience as a topic. Using students’ personal experience as a topic can be categorized as affective strategy because students write their personal experience or feeling into the written form.

Using students’ personal experience as a topic. This strategy was mentioned by Anna as the participant. Anna said that “I use the experience of the students

themselves” (P1.2). Making a story that relates to a student's personal experience “was easier to understand” (P1.4). Anna also added that she used the experience of the students because “it could train students’ understanding” (P1.5). The results of the implementation of the essays strategy was “did not run well because the students had difficulty to express ideas into writing” (P1.6). Moreover, she remarked that “the application of the essay strategy did not run well because of the limited student vocabulary (P1.7)”. What Anna did when the strategy did not run well was “consulting with the supervisor.” (P1.10). In another way the strategy should keep going on, because “the strategy relate to the lesson plan” (P1.14).

Based on the data above, it could be assumed that using students’ personal experience as a topic was one of the strategies in teaching writing. Anna 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. Also, Anna explained that when students are asked to write they found some difficulties to express the ideas. Muflikhati (2013) added that when students are asked to write they find it difficult to express their ideas and thoughts using the best words. So, teachers are required to explore new strategies that will be implemented in the classroom to help students’ writing skills.

Social strategies. According to Richards and Renandya (as cited in Andriyansah, 2017) social strategies are strategies that the learners can take to

interact with users of the language. In this findings, social strategies is relate to several activities. Those are; using collaborative strategy and using games.

Using collaborative writing strategy. Using collaborative writing can be categorized as social strategy because there was interaction which student to work with other students in group. Two participants argued that collaborative writing could be used as the strategy in teaching. Bia implemented group work using pictures “because it was easy to understand” (P2.4). The collaborative strategy was also used by Caca as the participant. Caca implemented the strategy of grouping students, and then giving each group a certain title and then writing into a story. She used collaborative work in order “to make students more confident” (P3.8). Students are more confident to express opinions to friends in groups. In addition, Caca said that it makes “students more easily convey ideas” (P3.5). Students will find it easier to ask a difficult word, and other students can convey it with words that are easy to understand. The other reason was “students can easily ask” (P3.6). When collaborative work was implemented, it was found that “students seemed enthusiastic about learning” (P3.9). Students are more active in asking questions, and more confident when working in groups.

The findings showed that the strategy implemented by student teachers when teaching writing was collaborative writing. Bia explained that collaborative writing using picture was implemented during the teaching practices. Similarly, Caca also agreed that group work was implemented as the strategy in teaching writing. 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 games. Using games can be categorized as social strategy because student teachers could make the strategy more interesting with positive interactions between students and teachers. Games can be applied as a strategy for teaching writing. Anna used games of writing because “it was more interesting” (P1.5). She added that “there was interaction between students and teachers.” (P1.13)..

Based on the result above, it can be assumed that using games was one of the strategy implemented by student teachers in teaching writing. Anna 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 Bia 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.