

Chapter Five

Conclusion and Recommendation

This chapter presents the conclusion and recommendation of this research. The conclusion discusses the result of the findings based on data collection, while the recommendation presents some suggestions for student teachers, teachers, institutions, and other researchers.

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 four categories, namely cognitive, metacognitive, affective and social strategy. First findings were cognitive strategies that included activities using jumbled paragraph, using realia, asking

students to write on the white board and using picture. The detail explanation is on follows: jumbled paragraph was a story which is divided into several parts, and then students are asked to sort and rewrite the story. Realia was a strategy in which student teachers brought original items, and it would increase students' interest in learning. Asking students to write on the white board was not run well, but the lesson still continues. Picture was the strategy implemented to create students' interest to work in group of students. Second findings were metacognitive strategies, there were findings related to metacognitive strategies. Those are; using question and answer; explaining materials in several meetings. The question and answer strategy was a short passage and question, and the students answer according to the short passage. Next, explaining materials in several meetings. The result of the implementation of explaining materials in several meetings was successful. Third findings were affective strategies, there was one finding related to affective strategies. It was using students' personal experience as a topic. Using students' personal experience as a topic was which one strategy for teaching recount. Fourth findings were social strategies. There are several findings related to social strategies. Those are; using collaborative strategy and using games. Collaborative work was one of the strategies in which students were involved to work together in groups to produce a good writing. Games can be applied as a strategy for teaching writing to create an interesting learning environment. 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.

Recommendation

Based on the conclusion of the research, the researcher provides some recommendations for student teachers, teachers, educational institutions, and other researchers.

For student teachers. The researcher suggests for all student teachers to implement the various teaching strategy especially in writing. Participants believed that most of the strategy was successful when it was well prepared and the students understand. Student teachers should be well prepared in the strategy of teaching because it has a very potential influence towards the implementation of strategy. Thus, student teachers should also be careful in determining the strategy that suit with their own students.

For teachers. The teachers are suggested to give feedback and evaluate student teachers' teaching practice in order to make student teachers improve their teaching strategy especially in writing skills. The teachers can attain new ideas about the teaching strategies in writing skills to teach their students. Thus, the teachers can also apply the various strategies in order to get the student interests' during the teaching and learning process.

Educational institution. The researcher suggests the institution to support the student teachers in their teaching practice program which is called as the internship program. Educational institution should support students in terms of theory such as subject of education and teaching practices. Hence, it can be applied when they practice teaching. The institution should give a reference for the teachers to develop their strategies in teaching writing.

Other Researchers. The researcher recommends future researchers to conduct other topics related to the strategy in teaching writing. The topics should be focused on the effectiveness of the strategy in teaching writing skills and its implementation in the teaching. The other researchers are suggested to use the result of this research as their references. Hopefully, the future researchers were suggested to develop the previous research with the new objective.