

## CHALLENGES IN APPLYING WINDOW-SHOPPING TEACHING APPROACH IN WRITING CLASSROOM: TEACHER'S POINT OF VIEW

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### ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi tantangan apa saja yang dihadapi oleh guru dalam menerapkan metode pengajaran 'Window Shopping' di kelas menulis. Meskipun Window Shopping merupakan metode inovatif yang dirancang untuk menumbuhkan kreativitas siswa, namun penerapannya masih menimbulkan tantangan tertentu. Penelitian ini menggunakan desain penelitian descriptive dengan observasi kelas sebagai instrumen penelitian utama, penelitian ini mengumpulkan data mengenai tantangan apa saja yang dihadapi guru selama penerapan metode tersebut. Dari data observasi yang dimiliki, dapat disimpulkan bahwa ada tiga tantangan yang dihadapi guru ketika menerapkan metode ini di kelas: 1) Persiapan guru dikelas seperti; persiapan materi ajar dan persiapan media yang akan digunakan; 2) Dinamika kelas dan keterlibatan siswa; 3) Manajemen waktu saat menggunakan metode di dalam kelas. Dari hasil temuan ini dapat disimpulkan meskipun Window Shopping merupakan metode pembelajaran yang atraktif dan inovatif, namun guru perlu mempertimbangkan beberapa aspek yang mempengaruhi penerapan metode ini dikelas seperti melakukan persiapan yang baik, memperhatikan dinamika kelas yang terjadi dan manajemen waktu. Penelitian ini bermanfaat bagi pendidik yang ingin menerapkan metode serupa dengan mempertimbangkan beberapa penemuan dalam penelitian ini agar dapat memaksimalkan hasil belajar siswa.

**Kata Kunci:** Window-Shopping, Kelas Writing, Perspektif Guru

### ABSTRACT

This study is aimed to identify the challenges that teacher faced when implementing Window Shopping teaching method in writing classrooms. While innovative and designed to foster student creativity, its application often presents specific challenges. Utilizing a descriptive research design with classroom observation as the primary instrument, this study gathered data on the challenges teacher encountered. The observations revealed three key challenges: 1) teacher preparation regarding instructional materials and media; 2) classroom dynamics and student engagement; and 3) time management during class activities. These findings suggest that while 'Window Shopping' is an attractive and innovative teaching approach, its success is significantly influenced by thorough preparation, effective management of classroom dynamics, and efficient time utilization. This research offers valuable insights for educators considering similar methods, helping them to maximize student learning outcomes.

**Keywords:** Window Shopping, Writing Classrooms, Teacher's Perspective

### INTRODUCTION

Writing is a fundamental skill in language learning, enabling individuals to express thoughts, ideas, and information effectively. In English as a Foreign Language (EFL) context, developing strong writing proficiency is particularly crucial for academic success and real-world communication. However, teaching writing often presents significant challenges for educators. Traditional methods can sometimes lead to passive learning environments, where students struggle with motivation, idea generation, and the overall writing process. To address these challenges, various innovative teaching methods have been explored and implemented in writing classrooms. One such

approach is the Window-Shopping teaching method. While the exact definition and implementation might vary, this method generally aims to stimulate an experience, encouraging students to "look around" for ideas before committing to their own writing. This approach seeks to foster creativity and provide a richer resource pool for students.

Despite its potential benefits in stimulating engagement and idea development, the practical application of the Window Shopping in writing classroom settings may encounter specific challenges. These challenges come up from various factors, including teachers' familiarity with the method, availability of suitable teaching materials, classroom management issues, and

student readiness. Understanding these challenges from the perspective of the teacher who implemented the teaching method or who considers implementing this method is important.

### 1) The Nature of Writing Instruction and Its Challenges

Writing is widely recognized as a complex process that involves not only linguistic knowledge but also critical thinking, organization, and rhetorical awareness (Hyland, 2003). In English as a Foreign Language (EFL) context, teaching writing presents unique challenges due to learners' limited exposure to the target language, cultural differences in rhetorical styles, and often, a lack of confidence in expressing themselves in a foreign tongue (Richards & Renandya, 2002). Traditional writing pedagogies have been criticized for failing to foster genuine communicative competence and intrinsic motivation among students (Brown, 2001). This has led to a continuous search for more engaging and effective teaching methods that can address the multifaceted difficulties faced by both teachers and learners in writing classrooms.

### 2) Understanding the 'Window Shopping' Teaching Method

The fundamental idea of window shopping is to allow students to "look around" at a variety of learning materials, ideas, or products created by peers, similar to how people window shop without immediate pressure to buy. This Browse activity is intended to stimulate ideas, provide diverse examples, and enhance understanding before students commit to their work or engage in deeper learning. The references of the Window-Shopping Method might be limited, but the underlying principles are rooted in broader communicative language teaching (CLT) and process writing approaches. These approaches advocate for providing learners with rich input, opportunities for exploration, and a low-stakes environment for brainstorming and drafting (White & Arndt, 1991; Nunan, 1991). The concept can be seen as an informal or adapted technique within these frameworks, aimed at scaffolding the ideation phase, and stimulating creativity by offering diverse models.

### 3. Challenges in Implementation: A Teacher's Perspective

Implementing any innovative teaching method, including Window-Shopping comes with a unique set of challenges from the teacher's

perspective. These challenges can be broadly categorized into several areas, on pedagogical innovation and classroom management:

- a) **Material Preparation and Adaptability:** Teacher may face challenges in preparing a diverse and relevant materials for students to window shop. This includes sourcing appropriate texts, or prompts that are level-appropriate, engaging, and aligned with learning objectives (Larsen-Freeman & Anderson, 2011). The time and effort required for such preparation can be substantial.
- b) **Classroom Management and Student Engagement:** While Window-Shopping aims to increase engagement, managing a classroom where students are encouraged to freely browse and select can be challenging. The teacher needs to ensure that the activity remains focused and productive, rather than leading to distraction or off-task behaviour (Ur, 1996). Maintaining student focus and guiding their selection process effectively requires skill and experience.
- c) **Classroom Dynamic:** Not all students may immediately adapt to a less structured or more exploratory method. Students accustomed to traditional, teacher-fronted instruction might find the freedom of Window-Shopping overwhelming or confusing initially (Cohen & Dörnyei, 2002). Teacher needs to consider varying student learning styles and proficiency levels when applying such methods.

### METHODOLOGY

This study employed a qualitative descriptive research design. It was conducted to provide a rich and detailed account of phenomena in their natural settings, focusing on "what is" rather than "why" or "how" in a causal sense (Lambert & Lambert, 2012). The research was conducted in a private university in Bogor. The participant of this study is a teacher who is actively teaching writing and employs the Window-Shopping method in her writing classroom. The selection of participants was based on purposive sampling, which involved direct experience with the method.

The primary instrument for data collection in this study was observation. Classroom observations were conducted to identify the challenges that arise during its implementation from the teacher's perspective.

## FINDING AND DISCUSSION

From the data of observation, it can be found several recurring challenges from the teacher's perspective into three main categories: (1) Class Preparation (2) Classroom Dynamics and Student Engagement, and (3) Time Management

### 1. Class Preparation

From the data, it can be assumed that class preparation plays an important role in implementing window shopping effectively, such as preparing the topic or media that are going to be used.

The challenge that the teacher faced was preparation, specifically preparation for teaching materials (topics) and media chosen for teaching. Even though lesson plans were provided at the beginning of the course, the teacher still needed to consider what type of topic would be most suitable for discussion using the Window-Shopping method. *The second* aspect of preparation involved media. The teacher had to ensure they had all the necessary media to support the method's implementation. In practice, included large plain paper (plano paper), scissors, tape, and markers.

### 2. Classroom Dynamics and Student Engagement

The open-ended nature of the 'Window Shopping' method, while designed to foster engagement, also presented challenges in maintaining classroom order and ensuring productive student participation.

- a) **Maintaining Focus and Preventing Distraction:** The freedom to browse sometimes led to students getting distracted from being focus or engaging in off-task conversations. In one instance, a group of students started discussing non-lesson related topics. The teacher frequently had to remain them to bring their focus back to the activity, which consumed valuable class time.
- b) **Varying Levels of Engagement:** Not all students responded well to the activities. Some of the students explored enthusiastically, while other students appeared hesitant of how to proceed. Teacher was observed trying to prompt less engaged students, but with varying success. Some students seemed lost, repeatedly asking the teacher, 'What should I look for?' or 'What do I do now?'
- c) **Managing Noise Levels:** The movement and discussion in the Window-Shopping process often led to increased noise levels,

which some teachers found challenging to manage, particularly in larger classes or shared learning spaces. This could decrease concentration for some students.

### 3. Time Management

Implementing the method effectively increases time consumption, so it becomes another significant challenge for the teacher. The entire process of Window-Shopping from Browse to selecting and then transitioning to actual writing was observed to be time-consuming. The crowded class causes an inefficient situation to talk to each other.

## DISCUSSION

The findings of this study align with existing literature on the challenges of implementing innovative teaching methods in language classrooms. *The first challenges* related to material preparation and management resonate with broader issues of resource availability and pedagogical design (Larsen-Freeman & Anderson, 2011). teacher's efforts to curate diverse and accessible window shopping involved in shifting from a teacher-centered model to a more student-center model, so teacher needs to design the teaching activity well.

*The second challenges*, classroom dynamics and student engagement, explore the complexities of fostering autonomous learning while maintaining a productive learning environment (Ur, 1996). While the Window-Shopping method aims to empower students, it relies on the teacher's ability to effectively manage student autonomy, guide selection processes without being overly prescriptive, and concerned with varying student readiness levels. This suggests that explicit instructions on how to "shop" effectively, coupled with strategies for self-regulation, might be beneficial for students.

*Finally*, the last issue is time management that affected educational innovation. Teacher often operates within tight schedules and making it challenging to fully embrace methods that require more flexible timing in implementing window shopping in writing classroom.

## CONCLUSION

This study explored the challenges faced by a teacher when she applies the 'Window Shopping' in writing classrooms. The findings consistently revealed three major areas of challenges: material preparation, classroom dynamics and student engagement, and time management. These challenges highlight the complexities in implementing innovative pedagogical

approaches, suggesting that while the 'Window Shopping' method holds promise for fostering creativity, but its effectiveness is significantly influenced by practical constraints and the need for adaptable teacher strategies. Ultimately, successful integration of this method requires addressing these observed challenges to maximize its potential benefits for student writing skills.

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