



**AN ANALYSIS OF TEACHERS' STRATEGIES
IN TEACHING WRITING
AT GRADE VIII SMP NEGERI 8 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written by
SUHENDRA EFENDI HARAHAHAP
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**



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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **SUHENDRA EFENDI HARAHAHAP** entitled "**An Analysis of Teachers' Strategies in Teaching Writing at Grade VIII SMP Negeri 8 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


Wassalamu 'alaikum wr.wb.

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ABSTRACT

Many students in SMP N 8 Padangsidempuan got low achievement in English especially at grade VIII. It is not due to students problem only but also come from teachers. This research would find out the strategies used by teacher especially in teaching writing.

The objectives of this research are to find out the strategies that the teachers used in teaching writing at grade VIII of Junior HighSchool from SMPN 8 Padangsidempuan, and what the reasons of teachers to use that strategies.

The method of this research was qualitative research. The subject of this research was 3 English teachers at grade VIII in SMP N 8 Padangsidempuan. The instruments of this research were observation checklist that done in class and interview to know the reason of teacher for used strategies.

The result of the research found that there are different strategies that teacher used in teaching writing in class; there are two strategies that the teacher used free writing and work in group strategy. two of them used free writing and a used work in group. Teachers Reasons' that used these strategies were;1)free writing is the effective strategies to increase students interest in writing,2)Free writing could increase students in logically thinking,3) Work in group could used to change of mind from students with each other.

Keywords :*Teacher strategy, Teaching writing*

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Menulis di kelas VIII SMP Negeri 8 Padangsidimpuan

ABSTRACT

Banyak siswa SMP N 8 Padangsidimpuan yang mendapatkan nilai rendah dalam bahasa Inggris terutama pada kelas VIII. Namun itu disebabkan bukan hanya berasal dari murid saja tetapi juga dari para guru. Penelitian ini akan mencari tahu strategi apa yang digunakan oleh guru terutama dalam mengajar menulis.

Tujuan penelitian ini adalah untuk mengetahui strategi yang digunakan guru dalam pembelajaran menulis di kelas VIII SMP Negeri 8 Padangsidimpuan dan apa alasan guru menggunakan strategi tersebut.

Metode penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah 3 orang guru bahasa Inggris kelas VIII SMP Negeri 8 Padangsidimpuan. Instrumen penelitian ini adalah lembar observasi untuk dilakukan dalam kelas dan wawancara untuk menemukan alasan guru menggunakannya.

Hasil penelitian menemukan bahwa terdapat perbedaan strategi yang digunakan guru dalam mengajar menulis di kelas: ada dua strategi yang digunakan guru yaitu menulis bebas dan strategi bekerja dalam kelompok. 2 dari mereka menggunakan Menulis bebas dan satu orang menggunakan bekerja dalam kelompok. Alasan para guru adalah bahwa dengan menggunakan strategi; 1) menulis bebas dapat meningkatkan minat belajar siswa dalam menulis, 2) menulis bebas dapat meningkatkan daya tangkap siswa dalam berpikir logik, 3) bekerja dalam kelompok dapat membantu para siswa untuk saling bertukar pikiran dengan satu sama lain.

Kata Kunci : *Strategi guru, Mengajar menulis*

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Padangsidempuan, October 2020
Researcher

SUHENDRA EFENDI HARAHAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is categorized as foreign language for students in Indonesia. Students of Indonesia do not use English as their native language, but English is not strange in Indonesia. English taught in school since elementary school until to the university. Cause of it, children of Indonesia concise about English.

In other hand, English is important for daily life mainly for business people with other country or for them who work at the abroad. English is international language that use for transfer knowledge, science, and technology and establish international relationship. Researcher knows that English is not our native language, as a fact that mastery it is not easy.

The components and skill of English language is important for language learner. The components include grammatical structure, phonology, vocabulary and pronunciation. It can give the effect to the English-language skills; such as listening, reading, speaking and writing.

Teaching English in Indonesia is not always run well. The Indonesian people pretty much uninterested about English, although English taught since early. It can not be as instruments to measure how the children of Indonesian love English. Because only 30% students in every school in Indonesia who love English.

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely listening, speaking, reading, and writing. Writing is the written productive language skill. It refers to the ability to communicate to the reader with the written language. Reading is refers to produce the spoken language. Listening is the receptive spoken. It refers to the ability to understand the spoken language. It is the skill of a listener or group of listener to interpret information transferred by the speaker. Speaking is the spoken productive language. It refers to produce spoken language. The skill of speaker to communicate the information to the listener.

In writing, students have to know about grammar, vocabulary, sentence structure, sentence sequence, sentence connection. Sometimes the students can speak English fluently but they do not definite understand in writing or making essay. In fact, most Indonesian students can not learn English well, especially in writing. It is usually indicated when they write paper or thesis in English.

Many students make mistake when they write essay. Not every student can afford to pour ideas when they write essay, it is cause they do not have interest in studying writing skill. Teaching writing in school is one of the some teaching practice that happen at school, and only teacher and students involved, and without exception at the SMP N 8 Padangsidempuan.

In teaching English at school especially at SMP N 8 Padangsidempuan, there are several things be important role in teaching practice is teacher. Teachers

actually have full controlled for their students, and should able to guidance their students to the better way and can applied what the teacher taught. Because the good teacher are they can be a leader, mentor, adviser, and also be a second parent at the school.

Teachers in several cases divided based on their abilities, and almost every lesson or knowledge have mastery about it. So, researcher can say one lesson for one teacher. This moment, the researcher will do a research about a language teacher in learning process and how their applying their strategies when they teach their students in school.

Strategy is a system of human to do their work or their profesion in a life process, each people must be have their own strategy to do their work run well and got best result. Each people have some profesion in this world is like Teacher, Police, Soldier, Doctor, and etc. Every single human in their work must be have some strategies to do their work easily and they can love it.

Teachers and strategies are inseparable, both of them are the actor and the way of work in learning process. Cause of it, teachers also have some strategies to teach their students in learning process. Teacher needs some strategies, not only one strategy because teacher work in school and everyday face with other people to accept the knowledge or lesson from the teacher. Teachers work in their job not only give a lesson about academic, but also how to be a good human, have a good attitude, and understand how to get best interaction with other people.

In teaching English process of SMP N 8 Padangsidempuan, the students still get low achievement in English, especially in writing at grade VIII. Students almost do not know how to write written text of English, example in Descriptive text, students still confused about the language features that used, and for the arrangement of word still have many mistake, and almost 70% of students per class get this problem. Researcher assumed is not all of mistake from students and there certainly are not appropriate to strategies of teacher.

Based on the explanation above the researcher get an idea to do a research about teaching practice in writing. Researcher focusses on teacher strategies when they teach their students about writing. The researcher wants to find out what are teachers' strategies use to teach writing in the school and what are reasons of teachers about that strategies to teach writing.

Thus, the researcher took writing as focus of English as a material this research. Researchers hope to others researcher to do the same step for another focus on English. From this research, researcher would knowed what are teacher strategies in teaching writing and how well it is run finally revealed.

Based on the explanation of researcher above, the researcher takes a chance for taking the data about analysis of teachers' strategies in teaching process in English which focuses on writing in SMP Negeri 8 Padangsidempuan. Thus, the researcher would done a research entitle "An Analysis Of Teacher's Strategies In Teaching Writing At Grade VIII Smp Negeri 8 Padangsidempuan".

B. Focus of the Problem

The researcher focused on problem of the research on the analysis of teachers' strategies in teaching writing limited in a meeting at grade VIII SMP N 8 Padangsidempuan

C. Definition of Key Terms

There are some words as a key terms in this research where are analysis, teacher strategies, writing , and narrative text. In this moment, the researcher will describes what they are that be a key terms in this research.

1. Analysis

Analysis is a process of study about something to find out the real situation. The analysis in this research means a process to find out the real situation on teacher strategies in writing.

2. Teacher

Teacher is a person who teach something for some other people that includes transfer the knowledge in a process of learning. Teacher usually uses some strategies to teach their students to get the best result and to made the lesson or knowledge transfer well. Teacher usually work in school and the government will be pay them based on their result of work.

3. Strategies

Strategies, on the other hand are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information.

Cause of the defenition both above the researcher will find the data about the correlation of them in the learning process of writing.

4. Writing

Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language. Writing means an indirect communication of people and writing actually give a great function for this life.

D. The Formulation of the Research

In conducting this research, researcher describes the formulation of the problems as follows:

1. What are the teachers' strategies in teaching writing at grade VIII SMP N 8 Padangsidempuan?
2. What are teachers' reason to use that strategies in teaching writing at grade VIII SMP N 8 Padangsidempuan ?

E. The Aims of the Research

There are some aims of the research ;

1. To know what are the teachers' Strategies in teaching writing at grade VIII SMP N 8 Padangsidempuan.
2. To know teachers' reason to use that strategies in teaching writing

F. The Significances of the research

The significances of research are :

1. Head master of SMP N 8 Padangsidempuan, as information about what are english teacher strategies in teaching writing
2. The English Teacher of SMP N 8 Padangsidempuan, as information to improving the quality of teaching writing
3. As an information to another researcher who want to analyze with the same problems.

G. The Outline of the Thesis

The systematic of the research is divided into five chapter. Each Chapter consist of many sub chapter with detail as follows.

Chapter 1 discuss of introduction, consist of Background of the problem, focus of problem, the defenition of the key terms, formulation of the problem, the significances of the research.

Chapter II consist of the theoritical description, defenition of analysis, defenition of teacher strategy, and defenition of Writing.

Chapter III consist of research methodology involve : Research design, source of data, the technique of data collection, and the technique of data analysis.

Chapter IV consist of analysis of Teacher Strategy in Writing, finding, discussion

Chapter V consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Analysis

Hornby states “ the analysis is study of something by examining its parts and their relationship”. Analysis is the process of taking one case of data, developing a working hypothesis to explain it.¹ Analysis is the investigation of an event to find out the real situation and description in written text how the process of learning run.

May of it, this research would talked about analysis teacher’s strategies in teaching writing. Researcher wants to write the process of learning in last chapter as result of this research. Analysis is not only about learning process but also what the teacher used as teaching method, how the teacher way to increase students interest, and how the effectiveness of that strategies of teacher run.

From the definition above, the analysis in this research means a process to find out the real situation on teacher strategies in teaching writing at SMP Negeri 8 Padangsidimpuan.

2. Teacher Strategies

a. Definition of Teacher

Teacher is a person who teach something for some other people that includes transfer the knowledge in a process of learning.

¹Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edit (Malaysia: Pearson Education, 2002) p.25.

Teacher usually uses some strategies to teach their students to get the best result and to made the lesson or knowledge transfer well. Teacher usually work in school and the government will be pay them based on their result of work.

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students individual needs.

Teacher in a school who works with a student teacher during teaching practice and gives guidance and feedback to the student teacher.² Hornby states teacher is a person who teaches especially in school.³ In education, teachers are one that has an important role because teacher involves both the development of skills and knowledge.⁴ If so, teachers are human being direct connected with students for develop their skills and knowledge based on important roles, and also giving practice and gives guidance, feedback to students that would be happen in a place called school. Teachers also have big responsibility with their job, because the future about their

²Richards and Schmidt p.328.

³A. S. Hornby,p.443

⁴Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* p.541.

students is cause of how teachers guide them although many teachers also controlled their while in school and also after school.

Teacher is one of the most valuable jobs in this world ,cause a teacher teaches as specificly lesson as their mastery , teacher teaches something to their students well is teacher who has good strategies and create the lesson acceptable well and students can applying in their daily life, teacher teach everyting to their students although is outside from their mastery is like attitude. but the best point from a teacher is every teacher in this world have same aim when their teach their students are they want their students be good human and understand how the process of life is running.

Teachers should really bring their students to the objectives of achievement. Teacher must be a liberal-minded person and the teacher has to have authority, authority is very important thing for a teacher it means having sincerity, a strength, something that can give the impression and influence towards students. So, teacher is who has the idea to be realized for the benefit of students, this support the best possible relationship with students, develop and related virtues of religion, culture, and science. Teacher are special in the community. Their wisdom are respected. Society believe that teachers who educate them and become a good people.

Teacher's role in teaching process is very important to increase students interest and should can change students

achievement, If so, the teacher's role has effect to students when learning process is run. in cooperative learning, teachers has some roles that has benefit in learning process as follows.

- 1) Facilitator, teacher able to creates a comfortable and pleasureable class atmosphere, helps and encourage students to express and explain the desires and conversations of both individual and group, helps with activity and provide resources or equipment and help develop their learning habits. explain the objectives of activity to group and set for deployment in sharing opinion.
- 2) Mediator, teacher as connector in bridging the learning materials called by cooperative learning with significant issues found in the field, in other hand teacher also has important role to reserve teaching media to create the learning situation comfortable and pleasureable atmosphere.
- 3) Director-motivator, teacher participates in guiding and directing the discussion, helping the discussion to continue but does not provide the answer, and also giving spirit to students to active as participant. This role is important to giving spirit and learning forces and it is good to develop students braveness.
- 4) Evaluator, the teacher was instrumental in assessing the ongoing activity of learning to teach, this assessment is not only on the

outcome but is more emphasized in the learning process. the assessing done individually and group.⁵

Based on the explanations above, teachers have some duties in particular roles, but the objectives is only to develop students interest and students achievement. Teachers know if the end of each lesson it is unit to evaluate what they teach before, what they can change and develop students skill. To create the good achievement of students, teachers should have a good skill and strategies to teach and should be can develop students achievement and students interest to learn.

Cause of it, the teacher must have the skill , such as financial administration, arrange academic records, compiling records, and the expedition. In general, the task is to educate teachers, educate teachers, educate is a series of teaching process, giving encouragement, praising, punishing, and giving example.

b. Definition of Strategy

H.Douglas Brown states, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.⁶ It means to approaching a problem or task we

⁵Isjoni ,*Cooperative Learning Mengembangkan Kemampuan Belajar Berkelompok* (Bandung: Alfabeta,2013).

⁶H Douglas Brown, *Principles of Language and Teaching*, Fifth Edit (New York: Pearson Education, 2007) p.231.

need strategies and skill to controlling the task. It also can be planned designs to do the task well.

In other hand, strategy also need in learning process to created teacher is controllable class room and the learning process run well. Strategy sometimes can effected by a system that applied in some school, because the system and the teacher strategy use in learning process sometimes is different. Actually both of them should have the right way or in a line to created objectives of learning reached.

Strategy is built by some methods and actor to runned, the best strategy is the strategy that have planned before and have consider with some people as science in their side. So that before created a strategy should have consider between some people that have done sharing opinion and decide the best conclusion.

Cause of it, teacher in school especially in SMP Negeri 8 Padangsidempuan should have lesson plan and some strategies that they think their best strategies, and strategies can not use in twice in the same class, because teacher should have some different strategies when teach in the one class and mainly in different case or lesson. but use the same strategies in different class in same lesson is not problem as far the strategies of teacher use can develop achievement of students and students interest.

The best strategies from teacher are the strategies create pain in students heart. Student knows the lesson can bring them to the right way and they know what they learn actually. They know and understand what they learnt.

In teaching English writing, teacher needs strategy on teaching in the classroom. Teacher will choose appropriate strategies with the condition and students need. In addition, there are some terms that have similar meaning with strategy, such as: approach, method, procedure, technique, and models. According to approaches refer to theories about the nature of language learning that serve as the source of practices and principles in language teaching. Actually there are four main approaches, those are: text-based, communication-based, writer based, and context-based. The approaches can be used to draw the variety of the language teaching methodology and the purpose of the writing pedagogy.⁷ May of it, the approaches can be used in teaching process is not only one way but also many several way to involve students interest and increase students development and to getting goal of teaching. Approaches is similar with strategies that had many several kinds that used by teachers to teaching especially in teaching writing in English. Strategies in each teacher generally

⁷Najmi Harisusmida, "Teacher ' s Strategies in Developing Students' Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota" (Universitas Jambi, 2019), https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository.fkip.unja.ac.id/file%3Fi%3Dh5NOBQ0DPcqY9BMbEoNt69WFPFpazbTHnM3O_Wfdnvg&ved=2ahUKEwiFpM_Lq5rtAhXNc30KHcCBCbwQFjAAegQICBAC&usg=AOvVaw0aODD2AvTyG4ao4mcfsI1Q%0A p.25.

different cause each teachers would choose strategies that they thought suitable with their characteristic based on their background of study.

c. Teacher Strategies

Strategy is an overall approach relating to the execution of the idea, planning, and execution of an activity within a certain period of time. In the world of education, strategy can be defined as a plan, method, or series of activities designed to achieve a particular education goal. So the learning strategy is a plan that contains about a series of activities designed to achieve certain educational goals. It could also be said that the learning strategy is the plan and the way the teacher will do the teaching by setting the main steps of teaching in accordance with the teaching objectives to be achieved and has been outlined. The function and the important role of the teacher in the teaching and learning process was as director of learning. It means that the teacher is expected to be good at directing student learning activities in order to achieve success in learning as has been applied in the target activities teaching learning process, so each teacher serves as :

1. Teacher as Designer of Instruction

This function requires teachers to always be able and ready to design a successful teaching and learning activities effectively and efficiently.

2. Teacher as Manager of Instruction

This function requires teacher ability to process (organizing and controlling).

3. Teacher as Evaluator Students Learning

This function requires teacher to constantly keep abreast of the progress of learning achievement level academic performance of students each period of learning.⁸

Based on explanation above, Strategy of teacher definitely by teacher himself, teacher choose their strategies based their background of academic knowledge. It means the method or a series of learning activities designed to achieve a particular education goal definitely by teacher to reach the function of learning progress.

3. Teaching Strategies

a. Definition of teaching strategy

Strategy is planning a series or activities to achieve certain goals, while the method is the way that teachers use to implement and execute the strategy. So, strategy and learning method can never be

⁸ Rio gusti Ranggi, "Teacher Strategies in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi" (State Islamic University Sultan Thaha Saifudin, 2019), https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.ums.ac.id/67679/10/PUBLICATION%2520ARTICLE-1.pdf&ved=2ahUKEwjEx4Psq5rtAhXGe30KHV2jBHoQFjAAegQIBxAC&usg=AOvVaw1YVftE28f_Y0T1QHJ5BjPM.

separated. Both of them designed in accordance with the objectives to be achieved.⁹

Teaching is also an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Our understanding of how the learner will determine our philosophy of education, teaching style, approach, method, and classroom technique. Teaching guiding someone or other in study of something for being involve their ability, knowledge and their interest about one or some topic that can be used in their daily life and their future. People being a great human it cause they learnt and get in taught from someone about their interest then they development in their self based on potential that they have.

Teaching strategies are procedures used by the teacher which serve as a way of teaching a goal. To reach the goal, teacher has the important role in the teaching and learning process because most of the output of students was determined by the teachers.¹⁰ A competence teacher will be able to create an effective learning environment. It will be able to manage the process of teaching and

⁹Ayu umi Astuti, “A Study on the Teachers Strategy in Teaching Transition Signals Used in Wriitng Narrative Text at Graders of SMP N 2 Gondang Tulungagung” (IAIN Tulungagung, 2015), <http://repo.iain-tulungagung.ac.id/2729/> p.10.

¹⁰Garry Hornby, Carol Hall, and Eric Hall, *Counselling Pupils in Schools: Skills and Strategies for Teachers*, first (London: RoutledgeFalmer, 2003) p.36.

learning so that students can achieve an optimal result. To be able to manage the process of teaching, the teachers must have the strategies to do that.¹¹

Based on the explanation above can be device two main points: first, teaching strategy is a plan of actions (series of events), including the use of methods and utilization of various resources/strengths in teaching. Second, the strategy designed to achieve a certain goals, so the direction of all decisions in the achievement of strategy thus prepare the teach steps, the use of various facilities and learning resources are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by its success, because the main goal is the basic implement of a strategy.

b. Teaching Writing

Every focussed of English major has different strategies to use which is reading, speaking, listening, and writing. The strategies are various, and teacher will use based on what they need to teach. In writing also have some strategies for teacher which they need to use when teaching writing.

Writing is a complex activity. Understanding this complexity is the key to effective teaching of writing. Researcher will present a brief historical overview of various approaches to teaching writing,

¹¹Astuti, "A Study on the Teachers Strategy in Teaching Transition Signals Used in Wriitng Narrative Text at Graders of SMP N 2 Gondang Tulungagung" p.11.

including the controlled approach, process approach, and genre approach. Essential to implementing these approaches is understanding the recursive nature of the writing process and knowing what constitutes competent writing. Indeed, writing competence encompasses not only word choices, sentence variations, punctuation choices, and other linguistic tools for cohesion and coherence, but also ways to structure and develop arguments at the micro and macro levels. It is important to adopt a writing pedagogy that explicitly trains students in the kinds of thinking processes that are conducive to good writing. To this end, this chapter presents the socio-cognitive approach to teaching writing. I will discuss guiding principles and pedagogical implications of the approach. I will also highlight strategies for enhancing the quality of second language writing, drawing upon insights from the literature of writing research.

Writing is activity mark letters or number on surface or produce something in written form. So that people can read, perform or use it.¹² Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language.¹³ Writing is an exploratory process and as the piece is being written and assembled. The outline can be amended to take account of additional points or to change

¹²A. S. Hornby,p.502

¹³Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* p.592.

emphasis.¹⁴ Writing is process transfer ideas or opinion from mind to the written form or may also the result of research will put on the written form.¹⁵ When a writing process is used to teach writing, students begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting them out there.

c. Strategy in teaching writing

English teaching strategy are action taken by teachers to teach. A learning strategy is an individual's way of organizing and using a particular set of skills. In order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non academic setting. Writing strategies, the first type of writing instruction, that include teaching students about strategies for planning, revising, and editing their writing are usually carried out before the teacher gives the task of writing

Teaching writing is a way to share knowledge with students that need action and happen in school. Teacher role is very important in teaching writing, cause of it, teacher must be have strategy and technique to teaching so teacher can be increase students interest and achievement.

¹⁴Sara Cushing Weigle, *Assessing Writing*, ed. J. Charles Alderson Lyle F. Bachman, First Publ (New York: Cambridge University, 2002) p.14.

¹⁵I S P Nation, *Teaching ESL / EFL Reading and Writing* (New York: Simultaneously published, 2009) p.93.

There are several strategies that can be used by teacher to teach writing skills.

1) Brainstorming

a) Definition

Brainstorming is a strategy that can use in teaching writing, brainstorming is a strategy to think many ideas about a topic and put the ideas in written text. Alan Crawford states brainstorming is a method for generating many ideas about a topic.¹⁶ The rule of brainstorming is to think of many ideas, think of different ideas, and to suspend judgment until students have produced many different ideas. brainstorming as a collaborative prewriting strategy which works the way the brain works, brainstorming helps a writer especially a student to startchoosing, narrowing, and gathering ideas.¹⁷ Not all of the ideas they arrive at will be equally useful, but in thinking of many different ideas, they may discover some valuable ideas among the less important ones. Students who practice brainstorming often may become more prolific and less rigid thinkers.

b) Procedures

¹⁶Alan Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom* (New York: the international debate education association, 2005) p.29.

¹⁷Rizky Ayu Mardhikaningrum, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo" (Universitas Negeri Yogyakarta, 2016), <http://eprints.uny.ac.id/45110/1/skripsi.pdf>.p.27.

According to Douglas Brown, Here are some process of Brainstorming in writing.

Let's think about the future for a moment, Let's focus our attention on how it might be affect your present or future job. Have you thought about the changes that might occur in your fiels? To help you think about this question, you are going two lists of ideas concerning changes in your field or in the field you plan to enter.

- (1) Prepare two sheets of paper with the following
 - (a) What changes have occured in my field in the last twenty years?
(Your field – Today's date)
 - (b) What changes do I expect to occur in my field in the next twenty years
(Your field – The date twenty years from now)
- (2) As quickly as possible, think of as many ideas as you can to answer the questions on sheet a
 - (a) Take between five and ten minutes to list every idea that comes to your mind.
 - (b) Do not evaluate your ideas. That will come later
- (3) When you have written down everything you can think of, go over the list to evaluate what you have written. Cross out the ideas that don't fit.

(4) Repeat this process (steps 2 and 3) for sheet b

This process called brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as they emerge, you free yourself to come up with ideas that you might not even know you had. brainstorming is one of several different ways to begin writing. In the following pages, we will introduce some other methods that will help you to explore ideas that you might want to write about.¹⁸

Practice brainstorming often in order to help students develop the idea of imaginative and flexible thinking what is sometimes called lateral thinking.¹⁹ Teachers can practice it with meaningless topics first, just to get them used to the idea. Teachers can show the class an object such as a stick and ask them to think of uses for it. For example, the uses for a stick might be

2) Working in Group

a) Definition

Work in Group is a strategy that use to students in teaching writing to differentiate the ideas from each students. In working in group each member of group will write down their ideas in a list, and each student will compare the

¹⁸H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, second (London: Prentice hall, 2004) p.333.

¹⁹Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom* p.30.

similarities and difference of their list of idea to other group. Alan Crawford states work in group are intended to give each student a clearly understood contribution to make to the success of the group; and to teach each student, over time, the skills and attitudes that make a cooperative and productive group member.²⁰

H Douglas Brown states, another effective way to generate ideas is to work to a small group where you share your brainstormed ideas with the rest of the group members.

b) Procedures

By doing this, each of you will have an opportunity to further expand your own ideas.

- (1) Take turns reading your lists of changes in your field to each other
- (2) Compare your classmate's lists to yours, looking for similarities and differences.
 - (a) Mark the changes on your list that are similar
 - (b) Add to your list new ideas of changes that apply to your field.
- (3) As a group, select three changes that applied to the fields of each group member. If you have time, you can discuss these three ideas.

²⁰Crawford et al. p.58.

- (4) Choose a reporter from your group to share your changes with the rest of class.²¹

This may be done by having them keep the same numbers, and matching a different role with each number each time the students participate in groups. After the students have experience working within each role, they will become better rounded group members. Each of these roles stresses a different aspect of what a competent group member does.²²

3) Free writing

a) Definition

Free writing is a strategy that lets students write anything comes to their mind and put in written text about a topic . Alan Crawford states a free write is similar to a quick-write, but more time is provided. The teacher might ask students to write as much as they can about a topic for about five to ten minutes. Then the teacher might give them one more minute to finish the last thought they are writing. As in the quick-write, they should not worry about mechanics and spelling, only their ideas. It can be used in any discipline. Opportunities for sharing their ideas should be provided. A

²¹H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* p.333.

²²Crawford et al., *Teaching and Learning Strategies for the Thinking Classroom* p.59.

free write is most often a consolidation activity, but it could also be an anticipation activity.²³

b) Procedures

According to Douglas Brown, Here are some process of Free writing .

You have just begun to explore the question of changes to your field. Some at your ideas will interest you more than others. Now you will have an opportunity to develop your thinking about one of these ideas.

- (1) From your lists of changes, choose one idea that interested to you
- (2) Write that idea the top of clean sheet of paper.
- (3) For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.²⁴
 - (a) Write down everything that comes to your mind
 - (b) Do not judge your ideas
 - (c) Do not worry about your spelling and grammar
 - (d) If you run out of things to say, continue writing whatever comes to your mind.

This process is called free writing, it is designed to help you free ideas that might not realize that you have. An

²³Crawford et al. p.131.

²⁴H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* p.349-350.

important aspects of freewriting is that you write without being concerned about spelling, punctuations, or grammar. Of course, these elements of writing are important, but students concern about them can sometimes inhibit the free flow of thier ideas. Free writing is a technique to generate ideas. It should be used as beginning as an initial exploration of the ideas that you have about topic.

You can use your free writing to help you get strated with related taks. In fact, you might want to refer to this freewriting when you are doing other writing tasks later in this unit. Therefore, you should out this and all other freewriting that you do into a notebook that you can refer to when you generating ideas for future assignment.

From the explanations above, we know both teacher and students have difference role but must be there to made writing process work. Teacher telling the way and theory then students practice and applied that ways.

Based on the description of the theory above, Researcher have a plan to try and do research in SMP N 8 Padangsidimpuan in teaching writing process, does the English teacher in SMP N 8 Padangsidimpuan do the same strategies in teaching writing process ? or they have difference strategies to teach their students about writing.

In teaching, teachers definitely need a strategy, as well as in the teaching of writing, teachers need a strategy.

B. Review Of Related Finding

Some researchers had conducted researchers that focused on teachers strategies in teaching as follows:

Nurmadia Sarjan concluded that the teachers used two strategies in teaching writing, there are Scaffolding and QARs (question answer relationship). From scaffolding strategy, the students are able to develop about the idea through readable text that the teacher has been given, and from QARs (question answer relationship) strategy. The teachers able to know how far the students understand what the teacher had given to them. And the teacher is able to know how far the students understand the task after reading the text that has been given, after that the teacher guides the students to focus on the text and understand the content.²⁵

Sri Istiqomah concluded From this activity the researcher saw so many strategies that the teacher used here, such as learning outside class through various media such as nature, cooperative learning, discussion and making groups to analyze the picture. All of the teachers agreed that writing is difficult part in English to master by the students. Because, in writing the students have to combine between their thoughts, minds,

²⁵Nurmadia Sarjan, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" (Uin Alauddin Makassar, 2017), http://repositori.uin-alauddin.ac.id/5043/1/NURMADIA_SARJAN.pdf.

vocabulary, grammar and many more. But writing is also the most important thing that the students have to master after speaking, listening and reading because writing has a lot of benefit for the students in their future such as if they want to go abroad for their school, if they want to apply for any job in international company, etc. That's why writing is the most important language skill that the students have to master and descriptive writing is the main material that just right to apply for the students who just learning English as the second language.²⁶

Argha Try Prabantoro states Cooperative learning is a strategy chosen by the teacher. The reason why it is chosen because this strategy can make the students active in class and cooperative learning can make the students solve the problems and they can analyze the generic structure, language features, and social function of the narrative text so that they can make the narrative text well.²⁷ The teacher can ask the students to cooperate to explore the materials, answer the questions and problems in narrative text.

The three researchers above have a similarity with this research because all of them have some subjects to teachers strategies. This research also focuses on teachers' strategies, the researcher analyzed which one of strategies in teaching learning used by the teacher in teaching descriptive writing.

²⁶Sri Istiqomah, "An Analysis on the English Teachers' Strategies in Teaching Descriptive Writing at the Second Grade of Junior High School" (Pancasakti University Tegal, 2019), http://repository.upstegal.ac.id/255/1/SKRIPSI_SRI_ISTIQOMAH.pdf.

²⁷Argha Try Prabantoro, "Teacher's Strategies in Teaching Writing Narrative Text at SMKN 1 Kismantoro" (Universitas Muhammadiyah Surakarta, 2018).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the research

This research had taken place in SMP Negeri 8 Padangsidimpuan, Ht Rizal Nurdin Street 8th Km Pijorkoling, Southeast Padangsidimpuan, Padangsidimpuan city.

This time determination referred to the educational calender of Padangsidimpuan. It is the second semester of the year of school study would be started in January . The research would take time on march 2020 . In doing this research, the researcher used descriptive design method because this research is focused on a certain phenomenon in the school environment. In this case, the phenomenon is the activities of teaching and learning English.

The research would done for two weeks in March 2020 of the full semester year to get the sufficient data and required for this research.

B. Research Design

This research would be conduct by using Qualitative research. Drs. Kuntjojo states."Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular context which is natural and utilizing various natural methods.²⁸

²⁸ Kuntjojo, "Metodologi Penelitian" (kediri: Sinar Baru Algensindo, 2009).

Researcher observes and describes the phenomena in the class and in fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The design of this research also consists of two stages. The first stage is observation to the teacher. The researcher observes the class, the teachers strategies when learning process. The second stage is doing the interview with the 3 English teachers who teach in grade VIII. This interview happens after the researcher doing the observation. In this interview process, the researcher asks detail about the strategies that the teacher used in teaching descriptive writing.

C. Participant

This research talk about teacher's strategies in Teaching Writing, The research will be done at SMP N 8 padangsidimpuan. Teachers' strategies focussed about teacher and the strategies of teaching, the problem happened in grade VIII in English lesson when teaching process in SMP N 8 Padangsidimpuan. There were 10 class grade VIII in SMP N 8 Padangsidimpuan and taught by 5 teachers of English. Researcher limited this research in a meeting in different class and different teacher, so researcher choose three of five English teacher who taught in grade VIII to got in valid data. So, three would be Participants in this research are three of English teachers of SMP N 8 Padangsidimpuan who teach at Grade VIII which is Mrs. L.S., S.Pd, Mrs. L.Sr., S.Pd, Mrs. M.K., S.Pd

D. Technique of Collecting data

In collecting the data, the researcher directly collected the data from the English teachers' of the eight grade students in SMP N 8 Padangsidimpuan. The data sources were the interviews from the English teachers' strategies in teaching writing. In this research, the researcher uses a qualitative data analysis technique. According to Sarjan data analysis is a time consuming and difficult in process²⁹. Data analysis is the process where the researcher has to systematically search and arrange the data in order to increase the understanding of the data and enable to present the result to others. Data analysis is managing data process, organizing it into a good pattern, category and basic unit Instrument is a tool that use in research process where that using to help researcher finding and collecting data of research. The key instrument of this research was the researcher self. The researcher was taken by the English teacher was teach in SMP Negeri 8 Padangsidimpuan to collected the data. In this moment, research will take some tool that can use in qualitative research on An analysis of teacher strategies in teaching writing at SMP N 8 Padangsidimpuan.

Based of statement above, the researcher chooses the instrument of collecting data on this research, there was

1. Observation

Observations, in which the research takes field notes on the behavior and activities of individuals at the research site. In these field

²⁹ Nurmadia Sarjan, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" (Uin Alauddin Makassar, 2017), http://repositori.uin-alauddin.ac.id/5043/1/NURMADIA_SARJAN.pdf.

notes, the researcher records, in an unstructured or semistructured (using some prior questions that the inquirer wants to know) way, activities at the research site. The qualitative observer may also engage in roles varying from a non participant to a complete participant. The researcher observed the teacher and the students.

The researcher observed the class condition and the teaching learning process. The researcher prepared some field note that can be used in this research to take data observation as follows ³⁰ :

Table 1 Observation sheet of Brainstorming Strategy

No.	Procedures	Yes	No
1.	Prepare two sheets of paper		
	a. What changes have occurred in last five years		
	b. What changes have occurred in next five years		
2.	Think of as many ideas to answer the question in sheet A		
	a. Take a list of ideas that comes to mind		
	b. Do not evaluate the ideas		
3.	Write down everything that can think to write		
4.	Repeat that process		
5.	Think of as many ideas to answer the question in sheet B		
	a. Take a list of ideas that comes to mind		
	b. Do not evaluate the ideas		

³⁰ H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, second (London: Prentice hall, 2004).

6.	Write down everything that can think to write		
7.	Repeat that process		

Table 2 Observation sheet of Work in Group Strategy

No.	Procedures	Yes	No
1.	Set of group at least 3 - 5 people		
2.	Take turns reading list to each other		
3.	Compare the classmate lists, looking for similarities and differences		
	a. Mark the changes in list are similar		
	b. Add to the list new ideas of changes that apply		
4.	Select three changes that applied to the field of each group member		
5.	Choose a reporter to share the changes with other		

Table 3 Observation sheet of Free Writing Strategy

No.	Procedures	Yes	No
1.	Make a list of some topic		
2.	Choose one idea that interested		
3.	Write down that idea in the top of clean sheet of paper		
4.	Write about that topic without stopping		

	a. Write down everything comes to mind		
	b. Do not judge the ideas		
	c. Do not worry about that spelling and grammar		
	d. If you run out of things to say, continue writing whatever comes to mind		

The researcher also prepare blank field note to assumed new strategies that possible took by teacher when teaching writing process.

Table 4 Observation sheet of Blank field for new Strategy

No.	Procedures	Yes	No

2. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, in depth interview is a process to obtain information for the purpose of research by face to face

questioning between the interviewer and informant or interviewer with or without the use of an interview guide.³¹

Before conducting the interview, the researcher observed the classes in order to find English teachers as participant, the observation as followed by checking the available of teachers of English as a participant in this research who considered and were willing in interviewed.

In interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants

After observing the class and school condition, the researcher did the interview with the English teachers concerning with the strategies that the teacher uses in teaching writing with some question list and observation checklist. (Question list on Appendix in last page.)

3. Analysis

The researcher analyzed the strategies that the teacher use in class.

³¹ Burhan Bungin, *Penelitian Kualitatif*, Kedua (Jakarta: Kencana Prenada Media Group, 2007).

E. Technique of Data collection

Data analysis in qualitative research would proceed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings. While interviews are going on, for example, researchers may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report, and organizing the structure of the final report. This process is unlike quantitative research in which the investigator collects the data, then analyzes the information, and finally writes the report.³² Researcher would take steps to get data analysis about Teacher strategies in teaching writing at SMP Negeri 8 Padangsidempuan as follows .

1. Observation to each class which learn writing in several teacher at grade VIII SMP Negeri 8 Padangsidempuan
2. Analyze the method, strategy and the difficulties of teacher when teach writing in learning process
3. Interview with several English teacher who teach writing in SMP Negeri 8 Padangsidempuan is about the method, strategy, and what the difficulties of English teacher to applied.
4. Make the conclusion about the observation, and taking data the interview.

³²John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Los Angeles: SAGE, 2014).

F. Technique of Reporting Data

The researcher used descriptive explanation to show what is the teachers' strategies in teaching writing and tell it clearly without any manipulation with understandable language so that the reader can understand it. This descriptive explanation is supported by Hadeli who states that description means systematic and factual explanation about the population. The researcher also conducted the interview techniques, documentation and observation to acquire the data of the implementation of the English teachers' strategies in teaching writing. The researcher also observed the English teachers' strategies using observation checklist, in this reporting data, the researcher observes whatever done by the English teacher related to the teachers strategies in teaching

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This chapter presents the results of analysis teacher's strategy in teaching writing at the eight grade of SMPN 8 Padangsidimpuan. Researcher had mentioned in before that this research took English teachers who teach at grade VIII of SMP N 8 Padangsidimpuan as the participant of this research. There are 3 teachers as participant in this research, they are L.S.,S.Pd, M.K.,S.Pd, and L.Sr., S.Pd.

As a researcher explained in previous chapter, this research used observation and interview as a instrument to take the data in this research. Observation used to take data of real situation in the class when teaching process. Interview used to know the reason of teachers used their strategies.

Observation did in different class based on teacher who taught , because the eight grade of SMP N 8 Padangsidimpuan divided into seven class, began from VIII¹ up to VIII⁷ and the class taught by three teachers, from VIII¹ - VIII³ taught by Mrs. L.Sr.,S.Pd, class VIII⁴ taught by Mrs. L.S.,S.Pd, and class VIII⁵ - VIII⁷ taught by Mrs. M.K.,S.Pd. Based on the academic schedule, researcher did observation in class VIII⁵ with Mrs. M.K.,S.Pd, class VIII⁴ with Mrs. L.S., S.Pd, and class VIII² with Mrs. L.Sr., S.Pd. Interview did to each teacher after class about their strategy when teaching process and their reason about using the strategy.

Based on the result of observation and interview to the English teachers of the study, the researcher presents the finding of the study. The data were taken from English teachers as participant of research. The following researcher presents the findings of the study that are divided into two findings they were: 1) The teacher's strategy in teaching writing at grade eight of SMPN 8 Padangsidempuan 2) The reason of teachers to used strategy in teaching writing.

1. The teachers' strategy in teaching writing at grade eight of SMP N 8 Padangsidempuan

In chapter II, it has been said there are three of teaching strategies that possible can be used teacher in teaching writing, they are brainstorming, work in group, free writing. After did observation in the English class at grade VIII of SMP N 8 Padangsidempuan about the teachers' strategy in teaching writing. Researcher explained the result of observation based on the each English teacher who taught as follows;

a. Strategy of Mrs. L.S., S.Pd

The observation had been done in class VIII⁴ with Mrs. L.S, S.Pd. The observation done on Tuesday, 03rd March 2020, a meeting in English took 40 minutes for each lesson. Cause researcher done observation in class that took 2 lessons in a day, so researcher did observation during 80 minutes in class VIII⁴ from 10.00 a.m – 11.20 a.m with Mrs.L.S, S.Pd. Researcher divided process of observation

into three section, they were opening section, while teaching section, and closing section

1) Opening

Teacher opened the class by said salam and check the attendant list of students. Teacher repeat what was be their last lesson. Teacher then write some word in the whiteboard without explaining anything what was be a new lesson for that day, teacher make sure that students are understood about the word by asked the meaning of word.

2) While teaching

Students asked by teacher to choosen which one of word was more interested them. Then, teacher asked students to develop about word which their choosen before, Students choosen "*School*" as a word that they needed to developed. Thus, Students tried to write anything what came to their minds about that word without judged the choosing of selected of words by students. After their finish, they brought their book to front for taked achievement from teacher.

3) Closing

Teacher made conclusion about the topic what was they learned. Teacher gave some advice for students as could be benefit for next meeting. It could be improve students interested in writing and to done their writiten text better for next meeting.

Based on the observation above, Mrs. L.S, S.Pd as one of teachers' of English who taught grade VIII in SMP N 8 Padangsidimpuan, took free writing as strategy that used in teaching writing when teaching process at class VIII⁴ SMP N 8 Padangsidimpuan and it would be as first strategy that got by researcher in this research.

b. Strategy of Mrs. L.Sr, S.Pd

The second observation that researcher done in grade VIII of SMP N 8 Padangsidimpuan had been done in class VIII³ with Mrs. L.Sr, S.Pd. The observation done on Tuesday, 03rd March 2020 in last lesson in a day, researcher done observation in class VIII³ that took 2 lessons in a day, so researcher did observation during 80 minutes in class VIII³ from 11.35 a.m – 12.55 a.m with Mrs.L Sr, S.Pd. Researcher also divided process of observation into three section, they were opening section, while teaching section, and closing section, the process as follows;

1) Opening

Teacher opened the class by greetings and check the attendant list of students. Teacher repeat what was be their last lesson. Teacher asked students about meaning from one word and asked other words that could be had related from it.

2) While teaching

Teacher choose one topic that can be understood by students and they interested. Then, teacher asked students to develop about word what teacher choosen before. Students tried to develop the word and write anything what came to their minds about that word without judgment the choosing of selected of words by students.

After they finished, they brought their book to front to presented their writing and read in front of class and other students would listened their friend who presented, then presenter gave their book to teacher for taked achievement from teacher.

3) Closing

Teacher made conclusion about the topic what was they learned. Teacher gave some advice for students as could be benefit for next meeting. It could be improve students interested in writing and to done their writiten text better for next meeting.

Based on the observation above, Mrs. L Sr, S.Pd. as one of teachers' of English who taught grade VIII in SMP N 8 Padangsidimpuan, took free writing as strategy that used in teaching writing when teaching process at class VIII³ SMP N 8 Padangsidimpuan and it would be as same strategy that used by Mrs. L S, S.Pd in first observation.

c. Strategy of Mrs. M.K., S.Pd

The last observation had been done by researcher in this research in grade VIII of SMP N 8 Padangsidempuan had done in class VIII⁵ with Mrs. M.K, S.Pd. The observation done on Thursday, 05th March 2020 in first lesson in a day, researcher done observation in class VIII⁵ that took 2 lesson in a day, so researcher doing observation during 80 minutes in class VIII⁵ from 07.45 a.m – 09.05 a.m with Mrs.M K, S.Pd.

1) Opening

Teacher opened the class by said salam and greetings and checked the attendant list of students, then teacher repeat what was be their last lesson. Then, Teacher made a small group 4 - 5 people for each group , and there were 5 groups as result that made by teacher. Teacher wrote some words in whiteboard and asked students to choose one topic that can students interested and understood by done per group.

2) While teaching

Teacher asked each group wrote the topic in the top of their cleansheet of paper. Each member of group will discuss and developed about word what each group choosen before. Each member of group shared and wrote anything what came to their minds about that word without judged the choosing of selected of words by students.

After they finished, they shared their cleansheet with other group and each group chosen one as a reporter to present their writing and read in front of class and other group would listened their friend who presented, and that process turn to other group.

3) Closing

Teacher would told the mistake of meaning and structure of words that students made in their cleansheet, and evaluated what would be point of the lesson that day. Teacher made conclusion about the topic what was they learned. Teacher gave some advice for students as could be benefit for next meeting. It could be improve students interested in writing and to done their writiten text better for next meeting.

Based on the observation above, the description about teachers' strategies in teaching writing can be seen shortly in the following table.

Table 5 Teachers' Strategies Finding

No	Teacher	Strategi	Section		
			Opening	While	Closing
1	L.S., S.Pd	Free Writing	<ul style="list-style-type: none"> - Said salam - Checking the attendent list - Write some words in whiteboard 	<ul style="list-style-type: none"> - asked students to develop about word - Students Writing Free 	<ul style="list-style-type: none"> - Teacher made conclusion - Gave some advices

2	L.Sr., S.Pd	Free Writing	<ul style="list-style-type: none"> - Said salam - Checking the attendent list - Write a word 	<ul style="list-style-type: none"> - asked students about meaning and write another words that had related to it. - Students presented words that they got in front of class 	<ul style="list-style-type: none"> - Teacher made conclusion - Gave some advices
3	M.K.,S.Pd	Work in Group	<ul style="list-style-type: none"> - Said salam - Checking the attendent list - made 4-5 small group disscuss 	<ul style="list-style-type: none"> - Each group wrote the topic and discuss it - Students Develop the word by sharing minds - Changed with other group disscuss 	<ul style="list-style-type: none"> - Teacher made conclusion - Gave some advices

The teaching process had been done by Mrs. M K, S.Pd took Work in Group as strategy that used in teaching writing at class VIII⁵ SMP N 8 Padangsidimpuan and She also as one of Teachers' of English who taught grade VIII in SMP N 8 Padangsidimpuan. That strategy that used was work in group strategy. It was be a second kinds of teachers' strategies that got by researcher in this research.

Based on the explanation above, researcher got result if teachers' of English who taught grade VIII in SMP N 8 Padangsidimpuan. Researcher found two kinds of strategies used in teaching writing and presented by 3 teachers', both of them used free writing strategy and one used work in group strategy. Free writing strategy used by Mrs. L.S, S.Pd and Mrs. L.Sr, S.Pd, meanwhile Mrs. M.K, S.Pd used work in group in teaching writing.

2. The reason of teachers used strategies in teaching writing.

There were some strategies that used in teaching writing at grade VIII of SMP N 8 Padangsidimpuan, from the three teachers' who taught at

grade VIII , two of them used Free writing and one used work in group. Teacher was never used strategies without some reason, because teacher would be do their best strategy when teaching process, so the lesson that wanted their taught was acceptable by students. Here were some result from interview that had done by researcher with English teachers' in SMP N 8 Padangsidempuan as follows.

a. Mrs. L.S, S.Pd

Interview with Mrs. L.S, S.Pd, she thought used strategies in teaching process was very important, because in teaching process, the most important point that she thought, students can understood what teachers taught and can applied for the next level. So, teacher should need some strategies when teaching to reach what be as goal.

Mrs. L.S, S.Pd as the first participant of this research took free Writing as her strategy in teaching writing, said *“This strategies is effective to increase the interested of students in writing written text cause students get free to write anything what comes to their mind”*. From this stated, researcher knew if the strategy that used by teacher not only about to reach a goal of study but also could increase students interested in writing, cause in this teaching process there were not judges about word what their presented. Students interested could increase cause students would not thought about their mistake in writing. Students felt got free to write whatever came to their minds, and they were not worry about their mistake in writing known by their friends.

b. Mrs. L.Sr, S.Pd

That stated had different with Mrs. L.Sr, S.Pd who stated “*The Free Writing strategy could increase to using their logic for judges their own mistake by listened their friends when presented in front of class, so it could help teacher to fix students mistake in writing*”. Mrs. L.Sr, S.Pd thought when a student presented their writing in front of class, it could be help other students to found what their mistake by listened their friend who presented.

c. Mrs. M.K, S.Pd

Mrs. M.K, S.Pd was the last participant told if she took Work in Group in Teaching English, this Strategy is different with first strategy that researchr told before. Mrs. M.K, S.Pd said “*I teach writing in work in group because students will get change of their mind each other and students will take the point in conclusion from the combining of their mind or ideas in written text*’ based on this stated teacher thought if doing work in group in teaching writing students can shared their mind with each other about a topic, and each students will get other minds with their friend about the same topic, so a topic will create by different students mind. and then combining in a conclusion. And shared minds of students not only about it, after a topic made in conclusion in a group, group will shared more that minds with their other friend in class. So , feedback will happen from one group with other group that told about a topic.

Based on the result of Interview above, the description about the reasons of teachers' strategies in teaching writing can be seen shortly in the following table.

Table 6 Teachers' Reasons Finding

No	Teacher	Strategy	Reasons
1	L.S.,S.Pd	Free Writing	This strategies is effective to increase the interested of students in writing written text cause students get free to write anything what comes to their mind
2	L.Sr.,S.Pd	Free Writing	"The Free Writing strategy could increase to using their logic for judges their own mistake by listened their friends when presented in front of class, so it could help teacher to fix students mistake in writing".
3	M.K.,S.Pd	Work in Group	I teach writing in work in group because students will get change of their mind each other and students will take the point in conclusion from the combining of their mind or ideas in written text

Cause of this, the three of participant in this research took a same goal in teaching process were found students minds about topic without judgment about mistake of the students and found the deepest of minds and how far the relate of topic with their experience.

Based on that stated, researcher thought the students interested like this should be important point for teenage or beginner level in teaching writing. Because in this case, teacher used this strategies focused on

student interested first, before judges the mistake what could be their produced in writing.

In teaching process, sometimes teacher should gave attention to students interested in English before judges their ability. Not be like happen usually was put the achievement in top not about interested. Because the beginner English Students should attentioned by their interested to English not about their ability or achievement in English.

B. Discussion

The result of this research showed us if English teachers who taught in SMP N 8 Padangsidempuan took different strategies of teaching in writing. Researcher took three teachers of English as participant in this research. Researcher analyzed teachers' strategies by doing observation and interview each of them.

Based on the research finding, researcher found two of three teachers used free writing and one used work in group strategy. Researcher did observation in different class and same level. Researcher also took interview with each teachers to know their reason to used that strategy. All of participants in this research took a same goal however they used different strategy in teaching process were found students minds about topic without judgment about mistake of the students and found the deepest of minds and how far the relate of topic with their experience.

Researcher found two of three in order teachers strategies in teaching strategies that used in teaching writing were free writing

strategies and work in group. Surmadia Sarjan found scaffolding and QARs (question answer relationship),³³ Sri Istiqomah found learning outside class through various media, cooperative learning, discussion and making groups analyze.³⁴ Cause of it, the differentiate between this research with other research were the kinds of teachers strategies used in teaching writing and actually it comes for the students interest and ability in English learning. It means in teaching writing many strategies can used by teacher. But all of research told us the aim of this research were the students are able to develop about their ideas in written text of English.

Looking the result, it also can be seen the similarities to Nur Hamidah. This research found that the teachers' strategies used Free Writing to increase students minds to develop some words related to a topic in writing, meanwhile Nur Hamidah used activating background knowledge and teach for comprehension for in teaching reading.³⁵ This research also have similarities with Nurman found the teachers activated their students' knowledge by asking questions of related words within text or to the title given which were called brainstorming activities.³⁶

³³ Nurmadia Sarjan, "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" (Uin Alauddin Makassar, 2017), http://repositori.uin-alauddin.ac.id/5043/1/NURMADIA_SARJAN.pdf.

³⁴ Sri Istiqomah, "An Analysis on the English Teachers' Strategies in Teaching Descriptive Writing at the Second Grade of Junior High School" (Pancasakti University Tegal, 2019), http://repository.upstegal.ac.id/255/1/SKRIPSI_SRI_ISTIQOMAH.pdf.

³⁵ Eka Sustri Harida Siti Nurhamidah, Syahid Muammar Pulungan, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 2 (2018): 299–312.

³⁶ Nurman Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension," 1992, 39–51.

The teachers strategies that researcher found were free writing and work in group and researcher choose work in group strategies was more effective to did in teaching writing , cause based on that strategies students could communicate with their friends and discuss about the topic from teachers and shared their minds, so it was very good to develop students ability and interest in English. Teachers' strategies in teaching reading have similarities with this research although both of them were differents teaching process but have similar goals to students.

C. Checking Data Trustworthiness

In doing this research, the researcher faced many threats, it was started from the time of the research subject. They had class in morning and different days, so when the researcher asked them to gather to get the data in class and learning process , teacher thinks researcher wanted to take it class for teaching, after researcher told the aims, finally researcher got permission from the teacher and follow the teacher to class for doing the observation.

The second threat was the time of interview, cause the time of interview could not did in a same days with all teachers cause their attendant in school, and the time was pra-pandemic and students have not came to school anymore. So, Researcher only did interview for one teacher in a day and follow their time in order to taking data for this research. Finally, this research had been done by helping the English teachers in SMP N 8 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

1. Teacher Strategies

After doing observation in the English class at grade VIII of SMP N 8 Padangsidimpuan about the teachers' strategy in teaching writing. It was found that the teachers' strategies in teaching writing were free writing and work in group strategy to increase students minds by doing asked students to develop some words that had related with another words

2. Reason of teacher to use their strategies

Some of teachers in English at grade VIII in SMPN 8 Padangsidimpuan used free writing cause they thought it is effective to increase students interest in writing and it is could increase to using students minds in logically thinking. Then one of them choose another Strategy was used work in group cause she thought it can be used to change of mind from students with each other.

B. SUGGESTION

Based on My research, researcher hope to Headmaster of school to facilitate about teaching process, so it can help teacher to teach student in teaching process and hopefully it can also increase students interest in learning and students can understand and applying what their learn. Researcher hopes to English teacher to keep spirit to teaching English subject and be patient about students attitude and never surrender

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19 November 2018

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Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Zainuddin, S. S., M. Hum (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Suhendra Efendi Harahap
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Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **An Analysis of Teacher's strategies in teaching writing at grade VIII SMP N 8 Padangsidimpuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Teachers' Strategie in Teaching Writing at Grade VIII SMP N 8 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik



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akan melaksanakan penelitian pada SMP Negeri 8 Padangsidempuan pada tanggal s/d
Maret 2020 untuk menyelesaikan skripsi yang berjudul "An Analysis of Teachers'
strategies in Teaching Writing at Grade VIII SMP N 8 Padangsidempuan".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan
sesuai dengan perlunya.

Padangsidempuan, 23 Juni 2020
Kepala Sekolah

ALIHAMSAH LUBIS, S. Pd
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APPENDIX 1

OBSERVATION SHEET

Name of Teacher : MASNA KHAIRANI, S.Pd
Date of Observation : 03rd MARCH 2020
School : SMP N 8 PADANGSIDIMPUAN
Grade : VIII⁵ Time : 07.45 – 09.05
Observer : SUHENDRA EFENDI HARAHAP
Strategy : Work In Group

No.	Procedures	Yes	No
1.	Set of group at least 3 - 5 people	✓	
2.	Take turns reading list to each other	✓	
3.	Compare the classmate lists, looking for similarities and differences		
	b. Mark the changes in list are similar	✓	
	b. Add to the list new ideas of changes that apply	✓	
4.	Select three changes that applied to the field of each group member		
5.	Choose a reporter to share the changes with other	✓	

Teacher English

Observer

Suhendra Efendi Harahap

APPENDIX 2

OBSERVATION SHEET

Name of Teacher : LISTINI SIREGAR, S.Pd
Date of Observation : TUESDAY, 03rd MARCH 2020
School : SMP N 8 PADANGSIDIMPUAN
Grade : VIII⁴ Time : 10.00 – 11.20
Observer : SUHENDRA EFENDI HARAHAP
Strategy : Free Writing

No.	Procedures	Yes	No
1.	Make a list of some topic		
2.	Choose one idea that interested	✓	
3.	Write down that idea in the top of clean sheet of paper	✓	
4.	Write about that topic without stopping		
	e. Write down everyting comes to mind	✓	
	f. Do not judge the ideas	✓	
	g. Do not worry about that spelling and grammar	✓	
	h. If you run out of things to say, continue writing whatever comes to mind	✓	

Teacher English

Observer

Suhendra Efendi Harahap

APPENDIX 3

OBSERVATION SHEET

Name of Teacher : LINCERIA SARAGI, S.Pd
Date of Observation : TUESDAY, 03rd MARCH 2020
School : SMP N 8 PADANGSIDIMPUAN
Grade : VIII³ Time : 11.35 – 12.55
Observer : SUHENDRA EFENDI HARAHAP
Strategy : Free Writing

No.	Procedures	Yes	No
1.	Make a list of some topic		
2.	Choose one idea that interested	✓	
3.	Write down that idea in the top of clean sheet of paper	✓	
4.	Write about that topic without stopping		
	i. Write down everyting comes to mind	✓	
	j. Do not judge the ideas	✓	
	k. Do not worry about that spelling and grammar	✓	
	l. If you run out of things to say, continue writing whatever comes to mind	✓	

Teacher English

Observer

Suhendra Efendi Harahap

APPENDIX 4

LIST OF INTERVIEW

Name of Teacher	: LISTINI SIREGAR, S.Pd
Date of Interview	: 03 rd MARCH 2020
School	: SMP N 8 PADANGSIDIMPUAN
Interviewer	: SUHENDRA EFENDI HARAHAP

1. Do you Have some strategies when teaching writing ?

Answer : Yes I do , I have strategy when teaching writing

2. What is your strategies when teaching writing ?

Answer : I use Free Writing Strategy

3. Why do you use that strategies ? What is your Reason?

Answer : Karena dalam menggunakan free writing itu lebih memberikan kebebasan kepada para siswa sebab tidak ada batasan dalam berpikir padanya, alasannya karena strategy itu lebih memberikan daya tarik atau minat siswa, dan itu menurut saya sangat efektif untuk melatih tangan siswa dalam menulis teks bahasa inggris.

“Because in using Free writing strategy is more give free to students in thought about their ideas casus no limited in thinking, my reason cause that strategy can getting students interest in writing english text.”

4. If your Strategies are not run well, How do you handle it ?

Answer : Biasanya, apabila strategy ini tidak berhasil, itu karena fokus siswa yang kurang dan untuk mengatasinya saya coba untuk memberikan beberapa kata kunci yang dapat mendorong fokus siswa kembali ke topik yang menjadi materi dalam pelajaran hari itu.

“usually, If this strategy do not work, it cause students focus is less and for handle it I try ti gave some clue that can getting back students focus for lesson that tough that day.”

5. What is your opinion about Indonesian education ?

Answer: Perencanaan bagus, kurikulum bagus, namun pengaplikasiannya belum cukup bagus karena masih ada beberapa faktor yang belum mendukung

“Planning is good, Curriculum is fine, but the application is not good enough cause of some factor did not support yet.”

Teacher English

APPENDIX 5

LIST OF INTERVIEW

Name of Teacher	: LINCERIA SARAGI, S.Pd
Date of Interview	: 03 rd MARCH 2020
School	: SMP N 8 PADANGSIDIMPUAN
Interviewer	: SUHENDRA EFENDI HARAHAP

1. Do you Have some strategies when teaching writing ?

Answer : Yes I do , I have strategy when teaching writing

2. What is your strategies when teaching writing ?

Answer : I use Free Writing Strategy

3. Why do you use that strategies ? What is your Reason?

Answer : Karena siswa lebih tertarik dengan strategy belajar seperti itu, mungkin karena saya hanya ingin melihat minat belajar siswa dalam menulis dulu, dan menurut saya mengenai kesalahan akan saya perbaiki secara perlahan agar tidak menjadi penghalang minat siswa dalam menulis text bahasa inggris

Alasannya, Siswa akan lebih memiliki fokus belajar karena diberikan target waktu dalam mengerjakannya.

“Because students are more interested with that strategy, it may me as a teacher only need students interest in writing written english text without judge the mistake,and I will fix students mistake slowly way so it is not be a obstacle to interest in learning . My reason , Students

will have more focus in study cause give limit time when doing their duty.

4. If your Strategies are not run well, How do you handle it ?

Answer : If this strategies does not work, i will try the other way strategies, i will change it into roleplay, look up dictionary .

5. What is your opinion about Indonesian education ?

Answer: kurikulum bagus, dan pengaplikasiannya belum bagus karena kurangnya media pembelajaran yang dapat membantu proses pembelajaran

“Curriculum is fine, the application is not good yet cause of teaching media that can help teacher in teaching process less.”

Teacher English

APPENDIX 6

LIST OF INTERVIEW

Name of Teacher	: MASNA KHAIRANI, S.Pd
Date of Interview	: 05 rd MARCH 2020
School	: SMP N 8 PADANGSIDIMPUAN
Interviewer	: SUHENDRA EFENDI HARAHAP

1. Do you Have some strategies when teaching writing ?

Answer : Yes I do , I have strategy when teaching writing

2. What is your strategies when teaching writing ?

Answer : I use work in group Strategy

3. Why do you use that strategies ? What is your Reason?

Answer : Saya menggunakan strategi ini karena menurut saya siswa akan lebih tertarik belajar bersama temannya, mereka lebih suka belajar dalam kelompok, keuntungannya mereka bisa belajar sendiri dalam mengungkapkan ide kepada temannya yang pada akhirnya mereka akan bekerja sama dalam mengambil kesimpulan.

alasanya, karena masih banyak siswa dikelas yang masuki belum berani untuk mengekpresikan ide ide mereka, jadi itu tujuannya saya membuat strategi belajar seperti ini agar ide ide siswa yang terpendam bisa mereka katakan.

“ I use this strategy cause I think students more interested to learn with their friend, they prefer learn in group, the benefit they can learn by

their selves in produce their ideas and in finally they will took the conclusion together.

The Reason, cause many students in class do not brave to produce their ideas in front of teacher, so it can use to train students to be brave in produce their ideas

4. If your Strategies are not run well, How do you handle it ?

Answer : If this strategies does not work, i will try the other way strategies, i will change it into roleplay, look up dictionary or many other strategies

5. What is your opinion about Indonesian education ?

Answer : kurikulum bagus, dan pengaplikasiannya belum bagus karena kurangnya media pembelajaran yang dapat membantu proses pembelajaran

“Curriculum is fine, the application is not good yet cause of teaching media that can help teacher in teaching process less.”

Teacher English

APPENDIX 7

OBSERVATION IN ENGLISH CLASS



Free Writing with Mrs. Listiny Siregar, S.Pd



Free Writing with Mrs. Linceria Saragi, S.Pd



Work in Goup with Mrs. Masna Khairani, S.Pd